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Opening Speech:
Prof. Dr. H. Babun Suharto, SE., MM.

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OPENING SPEECH
RECTOR OF IAIN JEMBER

بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على سيدنا محمد

واله وصحبه اجمعين

Era 4.0 is a full of competition era in all fields, including in the competition of human resources. This era is not only require the correct model to answer that era, but models that have become characters need to be adapted to development that always demand innovation, so a standardized and pride model needs to be developed to remain an icon that remains reliable in winning competition.

Madrasah Ibtidaiyah and elementary schools are places to equip students in staring and facing a future that demands an instant or ready-to-be exact and fast. In this phase students are in the golden period, so the fun habit and learning of literacy must begin, in order to become positive characters. At this time the application of reading literacy habituation must be instilled.

To find a complete overview of the development of reading literacy learning models, it seems to find considerable difficulties, however, a book entitled "Development of Reading Literacy Learning Models for Ibtidaiyah Madrasah Students in Indonesia and Malaysia" results of research written by three IAIN Jember Lecturers namely Dr. Umi Farihah, Dr. H. Abd Muhith, Dr. Saihan and a Malaysian Malaya University Lecturer, Prof. Dr. Faizal A. Ghani has succeeded in chapturing and describing the Development of Reading Literacy

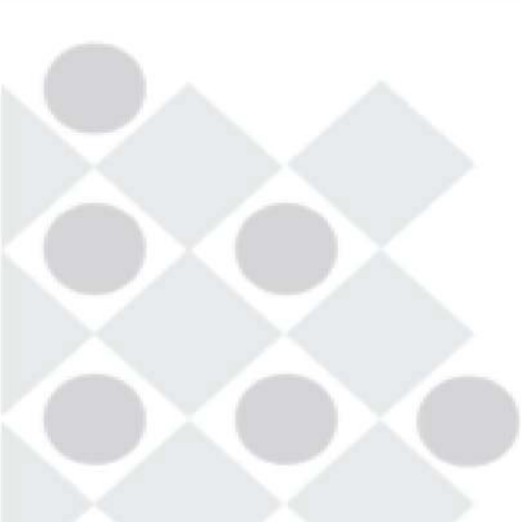
Learning Model in Madrasah Ibtidaiyah Negeri III Bondowoso, East Java Indonesia and Bukit Rokan School Gemencheh Negeri Sembilan Malaysia with their respective characteristics.

After seeing and reading how the dynamics of Development of Reading Literacy Learning Models in the two schools in the two countries, we can conclude that the two schools have almost the same characteristics so that a reading literacy learning model is applicable for both countries and one thing is the same, namely the existence of dynamics that continue to stretch to develop literacy learning.

This book adds to the knowledge especially about the Development Reading Literacy Learning Model in Madrasah Ibtidaiyah and Elementary Schools in Indonesia and Malaysia, hopefully it will benefit all, and become a charity for the authors .Amin

Wallahu Waliyut taufiq

The Rector of IAIN Jember

Prof. Dr. H. Babun Suharto, SE. MM.

PREFACE

All the praise and gratitude of the authors present to the grace of Allah SWT, who has bestowed his mercy and guidance, so that he can complete this book as the results of the research entitled Development of Reading Literacy Learning Model in Madrasah Ibtidaiyah State III Bondowoso East Java, Indonesia and Bukit Rokan School Gemencheh Negeri Sembilan Malaysia. Prayers and greetings may always be devoted to the Prophet Muhammad.

Thanks and high appreciation we convey to all those who have helped to acquire, implement and complete the study, making the result reports of the research in accordance with the criteria expected, Especially to:

1. Rector of the State Institute for Islamic Studies of Jember, Prof. Dr. H. Babun Suharto, S.E, M.M, who has motivated us a lot and given awards with various activities that can be useful personally, academically, adding the achievement and so on .
2. Prof. Dr. H. Arskal Salim Director of Islamic Religious Education, which has established us as international collaborators.
3. The Vice Chancellor, the Bureau , the Personnel and the Head of LP2M along with their staff who have helped a lot in the smooth running of this research.
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5. The vice dean, head of the Department, head of study programs at FTIK and all of the lecturer friends at IAIN Jember who have given encouragement to researchers to continue working.

6. The Principal, teachers, employees and students of MIN III Bondowoso and Professor, Teachers, Students of Bukit Rokan School who have agreed to become research subjects and accept us to conduct research in both places.

7. All friends and senior lecturers both S1, S2, and S3 of the State Institute for Islamic Studies of Jember and all parties who cannot be authors mentioned one by one. Thank you for your support, may Allah SWT reply with a better reply. *Amin Yaa Man la yudlii'u ajra al muhsinina.*

Jember , December 8th 201 9

Authors,

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CHAPTER I
INTRODUCTION

A. Background

Nowadays, Peoples entering the era of technology and information which is characterized by unlimited competition, in all fields and various social levels. In this era, humans need carefulness, perseverance, honesty, responsibility and courage to face the risks of various actions and professions. The offer of increased resources to solve those challenges is always displayed in front of the eyes for those who have more ability, diligence and want to move forward.

However, Indonesia should face a fact that many educational graduates have not achieved minimal competence in the cognitive, affective and psycho-motor domains yet. This can be traced and found in various paths, types and levels of education in this country in UU RI number 20 of 2003. There are still many outputs from public and Islamic elementary schools that are not yet fluent in literacy and numeracy as described below:

> Reading literacy tests measure aspects of understanding, using, and reflecting on reading in writing form. In PIRLS 2011 International Results in Reading, Indonesia ranked 45th of 48 participating countries with a score of 428 from an average score of 500 (IEA, 2012). Meanwhile, the reading literacy test in PISA 2009 showed Indonesian students ranked 57th with a score of 396 (OECD average score of 493), while the PISA 2012 showed that Indonesian students were ranked 64th with a score of 396 (average score OECD 496) (OECD, 2013). There were 65 countries participated in the PISA 2009 and 2012. Based on PIRLS and PISA data, especially in reading comprehension skills, the competence of Indonesian students is categorized as low competence (Pangesti, 2016).

All the basics competence actually should have been completed after the student finish the grade I. In fact, not only the student can not complete the standard by Grade I, the most ironical situation is, the

academic ability is also still not reaching the minimum standard even for high school graduates. This can be evidenced in all high school, such as general high school, vocational school and Islamic high school outputs (Survey results of student writings at five public and private universities). Such incompleteness competence can be proven by the graduates from several schools, such as Islamic high school and even Islamic boarding school who lack of competence in the field of reading the Koran, writing Arabic, mastering Islamic religious theory as the writer examined them in entrance test in several universities (since 2003-2018).

In the International contest of reading literacy which has been carried out since 2001, found that:

> Reading comprehension at elementary school level (grade IV) was tested by the International Association for Evaluation of Educational Achievement (IEA - the International Association for the Evaluation of Educational Achievement). International Reading Literacy Study (PIRLS) also conducted every five years (since 2001). In addition, PIRLS collaborated with the Trends in International Mathematics and Science Studies (TIMSS) to test students' mathematical and scientific abilities since 2011. At the secondary school level, (15 years old) students' reading comprehension (other than mathematics and science) is tested by the Organization for Economic Cooperation and Development (OECD) in the Program for International Student Assessment (PISA). Reading literacy test to measure several aspects such as understanding, using and reflecting the results of reading in writing form. In PIRLS 2011 International Results in Reading, Indonesia ranked 45th out of 48 participating countries with a score of 428 from an average score of 500 (IEA, 2012). Meanwhile, the reading literacy test in PISA 2009 showed Indonesian students ranked 57th with a score of 396 (OECD average score of 493), while the PISA 2012 showed that Indonesian students were ranked 64th with a score of 396 (average score OECD 496) (OECD, 2013). A total of 65 countries participated in the PISA 2009 and 2012. Based on PIRLS and PISA data, especially in reading comprehension skills, show that the competence of Indonesian students is categorized as low competence. PISA 2009 showed Indonesian students ranked 57th with a score of 396 (OECD average score of 493), while PISA 2012 showed Indonesian students ranked 64th with a score of 396 (OECD 496 average score) (OECD, 2013). From these two results it can be said that the educational practices carried out in schools have not shown the function of the school as a learning organization that seeks to make all citizens become literate skilled to support them as lifelong learners (Dewi, 2016).

The condition in Indonesia compared to Malaysia is also not much different, Malaysian reading habits have been given 53rd rank. This position is the same as developing countries such as Albania (54), Panama (55), Indonesia (60) and Botswana (61). Among the reasons for the above scenario, the illiteracy stage among children is high. In detail, research conducted by Malaysian researchers found that the results reported above is true. For example, a research by the Malaysian National Literacy Survey has averaged Malaysian children reading only two pages a year (Survey, 1982). Fourteen years later a research carried out by the same agency found the addition of the number of books read by Malaysian children has increased to two books a year. However, reading is not a daily activity of Malaysian children that can be associated with attitudes and interests (Survey, 1996).

Furthermore, a research carried out in 2016 by the Ministry of Arts, Culture and Heritage by involving 60,441 research participants of children under the age of 10. The study found no additional number of books read by Malaysian young children. On average, they still read two books a year. Several reasons given by children about this condition, 60.4 % stated that reading was not an interesting activity, other reason is no free time to read (15.2%), no interest in reading (13.5%) and others including illiteracy (10.9%) Whereas, the types of reading material they liked were newspapers (77.4%), magazines (3%) and books (3%) elements of entertainment and comics (1.6%).

Refer to a research conducted among young people at the Institute for Progress of Land Partnership (FELDA), by Siti Sukainah Che Mat and Melor Md.Yunus (2014: 1-8), it has found that the literacy of research participants is in a simple stage. Research conducted among 20 children under age 10 years old also found that internal environmental factor such as children's attitudes and interests and the external environment such as the school climate, for example, the seriousness of teachers to teach, greatly affected the children's literacy stage. Meanwhile, research by Rahimah Abd. Wahab, Mohd Sahar Sawiran, Fozilah Abd Hamid and Hamidah Ayub regarding the level of illiteracy of FELDA children is rather high (Rohimah dkk, 2017).

Research conducted on 25 students of national school FELDA found that the outside factors of school such as parents and peers greatly affected the percentage of illiteracy in FELDA. The background of low parental education causes them to have a low response to the interests of their children's education, which then become a major contributor factor to illiteracy in FELDA. Likewise, with the views of Saedah Siraj, Zaharah Hussin, Melati Sumari, Habib Mat Som and Kamaliah Siraj that most research on subjects in the interior region is more to know the status of a phenomenon than the strategy of solving the phenomenon (Saedah, dkk, 2010).

The students' failure to achieve minimum competence or low achievement can be assumed coming from various limitations such as human resource competencies, availability of facilities, crisis of exemplary and low appreciation from various parties on the profession, contributions and achievements. The limited resources can be seen from the teacher competency test in each subject. This indication has been proven by the teacher's writing on the Qur'anic literacy training for Islamic religious education teachers in one of the regencies. Based on that training, it was found that still more than fifty percent of eighty teachers have not good writing skill and not in accordance with the rules of writing. In addition, the follow-up of the training finding is still unknown and so as the ability of the teacher. However, there have no courage from the related parties to conduct the Qur'anic literacy for educators and education personnel through the Qur'anic reading and writing competition for supervisors, principals of public or Islamic school, teachers and education personnel, as a marriage sermon reading competition which has been done for the head of the Religious Affairs Office among Bondowoso Regency (Kemenag, 2012). The low competency of these resources is caused by lack of the ability to diligently doing the reading literacy.

The low appreciation of the teaching profession can we see from the welfare that they receive is still far below other professions, the contribution of the education sector is still lower than the appreciation of other fields , such as economics, politics and so on. The award for

educational achievement is far lower compared to the achievements of artists. Teachers, principals and school supervisors' prizes and award is much lower than the awards given to "dangdut" contest winners. Taken for an example of Lesti who was educated and took part in a "dangdut" contest, then she won first place and immediately got a hundred million cash, a house and other facilities, while the teachers, principals and school supervisors only got ten million, some were even up to a year, because it's too late in submitting budget disbursement.

Based on the observation conducted on 21st April 2019, the researchers found out that reading literacy learning that has been implemented in the Madrasah Ibtidaiyah Negeri III Bondowoso does not meet the expectation of the teachers and learners for the following reasons: *first,* the reading literacy learning program carried out by the Madrasah Ibtidaiyah Negeri III Bondowoso did not follow the procedure of designing a model of reading literacy program because it just follows the program of The National Government. *Second,* this school does not have a guideline or syllabus of reading literacy learning program that appropriate with the school environment. *Third*, even though this program has been carried out for about 9 years, this program does not have a brief explanation about the learning objectives, compatible strategies, appropriate materials, monitoring and learning outcomes. *Fourth*, the learning resources used are from the compulsory subject such as RPAL. *Fifth,* this program does not involve three parts of determining learning objective; they are society, teachers, and learners.

From the description above, the research submitted a research application on a prototype model of reading literacy learning at Madrasah Ibtidaiyah Negeri III of Bondowoso, because this Islamic school has been carried out reading culture learning since 2010 and had been presented as part of the character of the school at the national level. However, this school does not have a guideline of implementing reading literacy learning program that covers learning objective. Another school focused in this research is Kebangsaan Bukit Rokan

Utara School, Gemencheh, Negeri Sembilan (Malaysia). This school is chosen because at that school the ability to read is very low. For this reason, the researchers intend to conduct research on developing a model of reading literacy learning at the Madrasah Ibtidaiyah Negeri III of Bondowoso East Java (Indonesia) and Kebangsaan Bukit Rokan Utara School, Gemencheh, Negeri Sembilan (Malaysia)". This research is expected to be able to give a prototype model of reading literacy learning for both schools as well as to cope with the problems in conjunction with reading literacy learning.

B. Research About Literacy

The Development of Literacy-based Teaching Materials Characterized by Quantum Teaching to Optimize Effective and Productive Learning (2017). This study aims to produce teaching materials that support the implementation of School Literacy Movement Program to improve the effectiveness and productivity of thematic learning in fourth grade of elementary school students. The product of the developed teaching materials is designed with the literacy as the substance and the framework of TANDUR on Quantum Teaching as its presentation systematic. The research and development method used by Dick & Carey model. The results of the development stage were found: (a) the less effective and productive causes of the fourth-grade students' learning, and (b) the need for literacy-based teaching materials and are characterized by relevant Quantum Teaching. At the development stage generated literature-based thematic students book is characterized by Quantum Teaching and teacher's manual that has been tested feasibility.

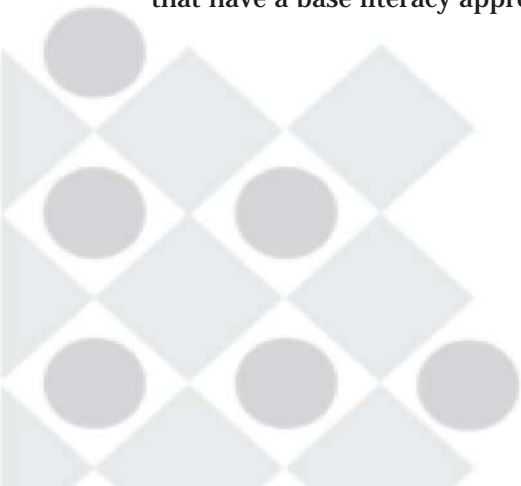
Multimedia in Literacy Development in Remote Area based School. This study aims at designing multimedia-based literacy learning model and PAIKEM (Active, Innovative, Creative, Effective, Fun) approach in a remote area of West Java. This research used Research Development approach in two schools within the remote area in Subang and Bandung District Barat. The result of this research showed that teachers in remote areas of West Java require training materials and methods based on PAIKEM literacy and the use of

computers for learning media. Computer media used for the training of making a power point and Camtasia studio.

School Literacy Movement Program in Developing Reading Enthusiasm for Students in SDN Kuripan Lor 01 Pekalongan, Indonesia. The aim is to know how the School Literacy Movement program improves the interest in reading on the students of SDN Kuripan Lor 01 Pekalongan, Indonesia. This research occupies qualitative research design and descriptive research type along with case study approach. The writer chooses purposive sampling as the techniques of selecting informants for this study. There are six informants: Headmaster, Head of School Literacy Team, Teacher, Librarian, and Student of SDN Kuripan Lor 01 Pekalongan, Indonesia. For collecting the data, the writer applied observation, interviews, and documentations. Based on the result of data analysis in interview session of School Literacy Program at SDN Kuripan Lor 01 Pekalongan, Indonesia, they implemented the three stages of reading development, namely habituation stage, development stage and learning stage. For the stage of habituation, the students are given 15 minutes to read any books before the class begins then arrange their surrounds in a literacy way. On the development stage, the students are motivated through Friday Language. The last is learning phase focused on the utilization of enrichment book in Bahasa Indonesia which is accompanied by writing assignment.

The Implementation of School Literacy Program in Bhayangkara Elementary School Yogyakarta (2018). This research aims at describing the implementation of school literacy program in Bhayangkara Elementary School Yogyakarta, Indonesia. This research was a descriptive research. The subject of this research were students, teachers, the librarian, and the headmaster of Bhayangkara Elementary School. The technique of data collection used observation, interview, and documentation. The data checking technique used technique and source triangulation.The data analyze technique used a descriptive qualitative analyze. The result of this research shows that Bhayangkara Elementary School has been implemented of school literacy program

in three steps. 1) the habituation steps, there was a literacy book, reading activity 15 minutes in everyday, the physics school area, where rich of literacy like library and reading corner, and then school had a literate ecosystem. 2) the development step, there were various collection of enrichment books, activities respond to readings, and activities that appreciate the achievement of literacy. 3) the learning step, there were were activities respond to readings, student portfolio which used to academic assessment, and various reading strategy to improved student's understanding.

Character Education of Delight in Reading by Literacy Program in the Elementary School of Golo Yogyakarta (2018). This research aims at describing character education of delight in reading by literacy program in the Elementary School of Golo Yogyakarta. This research used the techniques data analysis of Miles & Huberman. The subjects of this research were principals, teachers, the library guard who manager of literacy, and students. Methods of data collection were obtained through interviews, observation, and documentation. The data checking techniques used source and techniques triangulation. The results show that character education of delight in reading by literacy program in the Elementary School of Golo Yogyakarta is implement through habituation, building, and lesson step. The habituation is reading activity 15 minutes before the lesson. And build the physics school area, where rich of literacy. Building step that us is reading 15 minutes before the lesson with a claim non academic and develop the student's literacy ability with various kind of reading. lesson step that reading before the lesson the claim's and lesson process that have a base literacy appropriate with curriculum 2013.

CHAPTER II
READING LITERACY AND MODEL OF READING LITERACY LEARNING

A. Literacy

Literacy has traditionally been interpreted as the ability to read and write. According to this opinion, someone being called literate is those who can read and write or are free from illiteracy. After some time, the term literacy experienced a development in accordance with the passage of time so that it penetrated into various fields. Delgadova explain that definition of reading literacy based on PISA was about understanding, using and reflecting on written texts, achieving one's goals, to develop one's knowledge and potential, and to participate in society. Then, in 2009 definition of reading, continued for 2012 and 2015, adds engagement in reading as an integral part of reading literacy: Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. Therefore, to professional, technical and other academic competences, reading literacy ranks among the key competences. It is the core academic competence for processing the information gained, innovating it and consequently creating new knowledge. The definition of reading literacy changes to reflect changes in society, the economy, culture and education. It cannot be regarded as a simple skill of reading, decoding and comprehension. The current perception of reading literacy involves understanding of not only explicit but also implicit meanings of the read text (Elena, 2014). In addition, this term also explain by UNESCO that literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written

materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Hence, literacy is not about reading, writing, listening, or speaking merely. There is also skill and competencies relate to this. Moreover, UNESCO explain that actually there are three key features at those definition, those are 1). literacy is about the uses people make of it as a means of communication and expression, through a variety of media; 2). Literacy is plural, being practiced in particular contexts for particular purposes and using specific languages; and 3). Literacy involves a continuum of learning measured at different proficient levels (Silvia, 2018).

For more specific, literacy also defined by several international organization. Those can be seen in the table 2.1 below:

Table 2.1 Definition of Literacy from several International Organization

International Organization	Defining Literacy	Note
European Literacy Policy Network **European Declaration of the Right to Literacy**	Literacy refers to the ability to read and write at a level whereby individuals can effectively understand and use written communication in all media (print or electronic), including digital literacy.	A multi-layered definition of literacy, from baseline literacy to functional and multiple literacy.
***OECD*:** **Survey of Adult Skills (PIAAC)**	Literacy is understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential. environments	It measures adults' proficiency in key information-processing skills-literacy, numeracy and problem solving in technology-rich

***World Bank* Skills Towards Employ ability and Productivity (STEP)**	Cognitive skills are defined as the "ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought" 1	1). It assess the skills (cognitive, technical, and non-cognitive) of adults in urban areas. 2). The scales of the test are the same as those used in the *PIAAC*.

Additionally, definition of literacy in the context of School Literacy Movement is the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and or speaking (Dewi, 2016).

Meanwhile, the development of meaning is influenced by several things, including:

a. The use of the term literacy in a broad sense;

b. Development of information and technology;

c. Change in analogy

d. Concept development between generations (Yunus, 2017).

Furthermore, the concept of literacy according Yunus (2017) to its development period can be understood as follows:

a. Early development period

Literacy in the future is the ability to use picture language in rich and diverse forms to read, write, listen, speak, see, present, and critically think about various ideas.

b. Second development period

Literacy at this time is a social and cultural practice in the form of cultural and habitual beliefs. In this view, experts interpret literacy by connecting to the world context, which is emphasized in the process of developing student literacy and the approach used to understand several academic fields.

c. Third development period

In this era, the notion of literacy is the ability to use information technology to read and write on the internet through multimedia modalities that require a variety of methods when interacting with text.

d. Fourth development period

In this fourth development, literacy is considered as social construction and not neutral, meaning that all texts read by students have been positioned by the author in accordance with their position which includes beliefs, values, social-culture and experience.

e. The fifth development period

The concept of literacy in the fifth generation is known as the concept of multiliteration, namely the ability to be able to use several ways to express and obtain understanding about various ideas and information in the form of conventional texts and innovated texts, symbols and multimedia.

Reading literacy learning is then reinforced by the School Literacy Movement (GLS) which refers to the nine priority agendas (NAWACITA), while the following are the following:

GLS is developed based on nine priority agendas (Nawacita) related to the tasks and functions of the Ministry of Education and Culture, especially Nawacita number 5, 6, 8, and 9. Nawacita points that are intended are (5) improving the quality of human life and Indonesian society; (6) increasing people's productivity and competitiveness in international markets so that the Indonesian people can advance and rise with other Asian nations; (8) revolutionizing the character of the nation; (9) strengthen diversity and strengthen Indonesian social restoration. The four points of Nawacita are closely related to the literacy component as a capital for the formation of quality, productive human resources. Guidance on School Literacy Movement in elementary Schools with competitive, character and nationalism.(Dewi, 2016).

B. Expert View's About Literation

Wide-range Review in Literacy by Gunn-Wyatt Smith

Gunn and Wyatt-Smith present a wide-ranging review of literasure that may assist readers to obtain an overview of research in the three domains of literacy, numeracy and learning difficulties. They consider the ways in which these domains are defined and the various theoretical frameworks that have been influential on research in each. They also examine the accounts of effective provision across the domains, drawing attention to generic considerations. These include instructional approaches, transition and continuity across phases of schooling, time allocation, leadership, student motivation, monitoring and assessment, classroom talk, new technologies, community partnership, student diversity and teacher education. Sourced predominantly from the literacy domain, the notion of three waves of provision (classroom instruction, early interventions and long-term support) has been influential in the field. A main issue associated with these three waves is the allocation of resources among them. Gunn and Wyatt-Smith note the resourcing challenges of providing continuing student support, of maximizing time for learning,

Literacy as Social Practice by Wearmouth and Berryman

Wearmouth and Berryman (2005) consider literacy as a social practice and provide an account of how parents, families and the community can assist literacy learning. They adopt an interactive model of reading and situate the student learner in a social context in which culture is powerful, but not necessarily aligned with the classroom view of being literate. Using New Zealand and the United Kingdom experiences, they show how parental involvement can take many forms and that power may be located differently in these models. Wearmouth and Berryman delineate the implications for teachers' professional development, especially where teachers belong to social communities different from those of the families in the school. The authors report that most teachers appreciated the value of families and communities participating in school-sanctioned literacy activities

such as story reading, though they still needed support in encouraging this in sensitive ways. A limitation, however, is that many teachers have little idea of how community practices can be incorporated into school teaching and learning situations of improving teaching competence and maximizing student engagement. Further, they highlight the pedagogical change needed for teachers to be able to incorporate new technologies in effective classroom interventions.

Poplin (1995: 392-398) explains some differences in the terms used to describe this paradigm, emphasizing that constructivism comes from a largely cognitive orientation drawing on a Piagetian framework. While social constructivism emphasizes the role that sociocultural contexts play in the construction of meaning drawing on Vygotsky's (1978) theories. Recently there has been increasing attention to the sociopolitical and sociocultural analysis of the field.

Cognitive Approch Theory by Vygotksi and Piaget

Munro (2003: 327-336) adopts a metacognitive approach to supporting how readers comprehend. He describes studies that involve the explicit teaching of comprehending strategies and looks at the problems in understanding text experienced by students who have progressed beyond the early oral reading of narrative that is the focus of Schwartz and Gallant (2010: 1-19). Munro shares their attention to the mental activities of children as they are reading (such as paraphrasing, visualizing and predicting). He also considers how struggling students can be helped to use better comprehending strategies within mixed-ability classes, and goes on to recognize that effective instruction will need to support transfer of successful strategies to independent reading. Further, Munro recognizes that teachers of students in the middle years often overlook the extent of students' difficulties with decoding text, and may fail to implement appropriate intervention in parallel with comprehension instruction.

In response to some concern about the behavioral perspective, particularly in terms of generalization and maintenance of skills, a number of cognitive theorists believed that children who has problem with literacy, when presented with some academic tasks, did not think

or attempt to use their cognitive processes in planning, carrying out or monitoring their own progress (Jacobs & Paris, 1987; Wong, 1986: 255-278), nor did they self-instruct with the same frequency and degree of accuracy as other children. These approaches focused on the research conceptualization of metacognition (thinking about thinking), which suggests that children need to think and plan out their thinking and their learning activities in order to complete a complex educational task (Bender, 2004).

Vigotskian approach to learning and teaching is the notion of 'zone of proximal development'. The zone of proximal development (ZPD) can be interpreted from different but interrelated viewpoints. The ZPD is usually characterized as the distance between a student's actual ability, exhibited when working alone, and the student's potential ability, shown when working with a more-experienced other. However, authors such as Valsiner (1997) and Gutiérrez (2008) provide a more dynamic characterization of the ZPD that emphasizes the collective nature of learning where issues on the social plane, such as independence–dependence, leading–following, autonomy–compliance, are negotiated by participants, and where learning outcomes, both social

Developmental- psychology Theory by Schwartz and Gallant

Schwartz and Gallant work within a framework of developmental psychology, drawing heavily on the work of Marie Clay (2001). They argue that children who find early narrative reading difficult need to heighten their monitoring of success. They cast the problem of assisting such children as entailing more-than-better instruction. Specifically, they focus on children's own problem-solving as they gain fluency and accuracy. The authors claim that the central task is to help children cope with the complexities of reading, and argue that individual help from teachers, such as provided within the Reading Recovery service, is essential for a substantial minority of 5–6-year olds. Rather than seeing word recognition and reading comprehension as alternative emphases in the early years, they regard both as crucial and constantly changing elements in the developing skills of children, and explain

many failures as consequences of insufficiently sensitive observation (and consequent intervention) by teachers. Schwartz and Gallant suggest that struggling readers need to be helped to develop their own self-improvement systems, and teachers can use modelling and searching supportive questioning to prevent these children from ‘learning to be learning disabled

For school students (and their teachers), one of the best-researched approaches is the QUEST model of Internet inquiry (Eagleton & Dobler, 2006). As the authors explain, the QUEST model was based on a great deal of classroom trialing. The five stages of the QUEST model are complex and each one is treated at chapter length. Each stage is also a concept well-understood within developmental psychology as linking to deep processing and a potentially rich set of learning potentials:

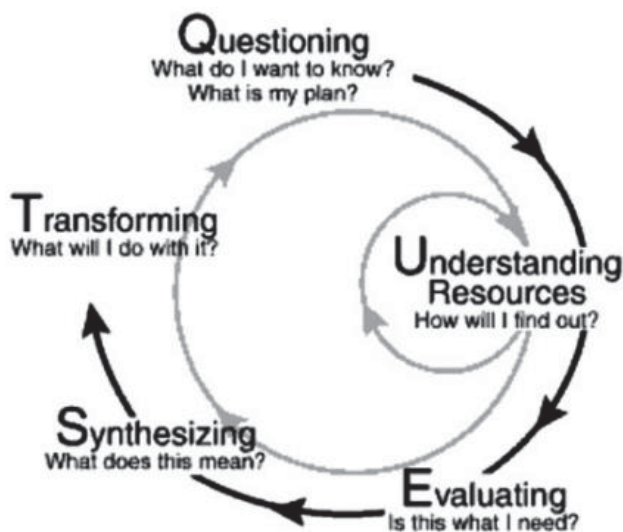



Figure 2.1. The cycle of QUEST Model

C. Literacy at Islamic School

The 21st century offers education promises a variety of learning approaches, which is believed to be effective in contributing to the

development of students' competencies, both in the realm of knowledge, attitude and skills. Among these, learning approaches is an integrative approach. This approach was first applied to lower class in elementary schools, but the positive impact of the approach was felt very dominant, then its became a trend and deserved to be an alternative learning approach, so it was recommended to be applied at all levels in basic education, which is developed in interdisciplinary learning. Then integrative learning is innovated in several contexts, one of which is the concept of literacy, because the reality of multiliteration is a combination of several disciplines with the concept of literacy (Yunus, 2017: 66).

Forgaty (1991) in (Yunus, 2017: 66) said integrative learning is type of learning that combines curriculum in various forms of learning material integration, which is integration of learning experience and the integration of skills, themes, concepts, and topics across disciplines.

The implementation of Islamic elementary school literacy is strengthened by GLS, which is an overall effort to make schools a learning organization whose citizens are literate throughout their lives through public involvement (Dewi, 2016: 2). Literacy in the Islamic elementary school begins with literacy and numeracy abbreviated as "*calistung*". Literacy can be described as follows:

a. Reading Literacy Concept

The concept of reading literacy is an effort to understand, use, reflect, and involve themselves in various texts to achieve the intended purpose. While the purpose of reading literacy is to develop knowledge and potential, and participation in society based on the understanding of the text read in its entirety. In other words, reading activity is an activity to build the meaning of information that is read in real life that is understood in its entirety (Yunus, 2017: 265). In reading, three standard components are needed which must be considered:

b. The Purpose of Literacy

Literacy has the following objectives:

1) General objective

Developing students' character through the culture of school literacy which is done in the School Literacy Movement, so that they become lifelong learners.

2) Special Objectives

a) Developing culture of literacy in schools.

b) Increasing the capacity of citizens and the school environment.

c) Transform the school into a fun and child-friendly learning park with the purpose of making school citizens to be able to manage their knowledge.

d) Maintaining the sustainability of learning by presenting a variety of books and accommodating various reading strategies (Dewi, 2016: 2).

c. Text Type

The type of the text is varied; it can be in any media, format or environment. Those can be formed as 1). wordless books text that composed only of illustrations or photographs. No print is given. This aims to help children to develop a concept of themselves as readers, develop oral language, and develop self-expression; 2). Predictable texts which is a text that utilize a repeated pattern of some type. May be authentic literature or created text. This used as a way to introduce children to reading through shared reading and to provide practice through repeated readings; 3). Controlled High-Frequency Vocabulary Texts is a text written specifically for beginning reading instruction using a core of high frequency words that have been carefully introduced. This provide practice in reading high frequency words. 4). Decodable texts is a text written using words that utilize decoding skills students have been taught. This provide practice and application of phonics and structural skills that have been taught; 5). Authentic Literature Stories and informational texts where no attempts have been made to control the words, patterns, or decoding elements used in the text. The text is in the original form written by the author. This used for practice and application of reading once students have developed

beginning decoding skills and for shared reading and read aloud; 6). Created, Easy-to-Read Texts Stories and informational texts that have been written to control the level of difficulty and some aspect of skill application. David Cooper (2001: 2) said this used for practice and application of reading skills for students who may be experiencing difficulty in certain aspects of learning to read or need practice in applying a targeted skill or strategy.

d. Text Understanding Level

There are many understanding levels of the text, ranging from simple to complex understanding. Complex understanding is an effort to reflect, evaluate the text, and associate the text with the reader experience.

e. Social Situation

The social situation requires the reader to understand the author's intent, choice of sentences, personality, environmental influences, level of education, and profession (Yunus, 2017: 166).

f. Reading Literacy Learning

Learning is defined as a series of processes that the teacher uses to make the students learn. Reading learning is a series of activities carried out by students to achieve comprehension reading skills that involve students' mental activities and thinking competencies to understand, criticize and produce a written discourse. In order to produce a deep understanding, reading activities must begin with high-level questions, using the words why and how. Answering these questions, the reader should analyze the text, make inferences, evaluate the text, and prove the answer by quoting the text (Yunus, 2017: 172).

g. Reading Literacy Learning Procedure

In order for reading literacy learning to gain deep understanding, the activities of students are directed to:

1) Analyze the text content, whether it is implicit or explicit;

2) Provide an overview of analytical inference to the text;

3) Responding to the text critically by using rational thinking supported by complete authentic evidence both in the text and from outside the text;
4) Produce creative understanding by using a variety of media that is multimodal, multi-gender, multimedia and multicultural.

To achieve the objectives of reading literacy learning, in fostering culture and reading skills, reading literacy learning activities must use three stages of activity, namely:

h. Pre-reading activities

The teacher must be able to direct the student's activities to create effective learning, the teacher's efforts in pre-reading activities must activate students' schemata related to the text. Schemata is students' background of knowledge and experience about information or concepts related to objects, places, actions or events (Yunus, 2017: 183-86).

The pre-reading activity is a plan that the teacher does with or without involving students. The reason is in line with the expert's opinion on the reading response approach which says that pre-reading is an activity undertaken by the teacher, including: identifying the text, determine the purpose of reading, compiling questions that are bound by the text, preparing the text for reading activities and choosing the text model to be used in learning (Yunus, 2017: 184). Whereas other expert states that pre-reading activity is an effort to generate students' schemata. Thus, pre-reading activities include: generating initial knowledge, predict the text content, establishing after reading strategies, guessing text content, brainstorming and developing concept maps (Yunus, 2017: 185).

i. Reading Activity

After doing pre-reading activities, the next step is doing reading activities. At the reading stage, the variations carried out by the teacher are in accordance with the reading strategy chosen by the teacher or students. Reading activities that must be done by the teacher and students are as follows:

1) The reading activity that is done by the teacher is: providing the text; encourage meaningful conversation activities that is connected with the text to achieve learning goals; monitor students in their activities, both talking and writing as a form of response in identifying the questions that are needed; encourage students to read again so that they can deep analyze the text; observe student rereading activities to deeply analyze and provide more appropriate initiatives to be carried out by students through discussion, collaboration and cooperative attitudes to share understanding; and information with other students.
2) Reading activities for students are: reading text, analyzing and quoting text for a specific purpose; actively engage in conversations and notes on a focus that is aligned with the learning objectives; repeat reading with the aim of expanding and deepening understanding of the text; rereading; and continue collaborative activities until a deep understanding of the features and intentions of the text is initiated by the author of the text (Yunus, 2017: 187-188).
3) Post-reading activity, after reading activities, the next activity is: rewrite the text; compare the text with other texts; do dramatization; describing the main idea, making teaching aids; doing research to enrich the topic; conduct interviews with related informants; and make diorama stories (Yunus, 2017: 183).

j. Reading Literacy Learning Methods and Strategy

The implementation of reading literacy learning can be done through the creativity of teachers and students by using appropriate and effective methods. Among the methods that can be used in literacy learning are:

1) Multiliterate reading method

This method was developed from a conception that combines careful reading in the view of the reader's response with reading understanding in the context of constructivist theory, this method is suitable for the history, social science and the citizenship education theme.

2) Reading Inquiry Learning Methods

Reading inquiry is an activity of researching a text to obtain the meaning that is contained in the text.

3) Mathematical Problem Exploration Method

This method is a form of solving mathematics problems in the form of stories.

4) SQ3R method for Social Sciences

This method is a learning method using five steps, namely survey (observe), question (ask), read, and review.

5) PQRST Method for Science Text

This method is a learning method of reading through: preview, question, read, summary, and test (Yunus, 2017: 183).

D. Model of Reading Literacy Learning

Determining a learning objective or purpose of the course is very important thing in developing curriculum to achieve optimal educational learning outcomes. According to Tyler Model of curriculum design (1949), there are four stages of designing and developing curriculum of the course; *first,* determining objectives; *second*, selecting of learning experiences; *third,* organization of learning experiences, and the fourth is evaluation (Tyler, 1949). There are three resources to determine the learning objectives; they are; society, subject matter and learners. These resources are, then, selected and screened based on two points of views; they are phylosopy and psychology point of view. The results of these selecting objectives are decided as instructional objectives. The following stage of this model is selecting of learning experience and organizing of learning experience. These two stages are considered as curriculum design. The last stage of this designing curriculum is evaluation for both formative and summative.

CHAPTER III
DESIGN OF DEVELOPING LEARNING MODEL

A. Developing Learning Model

The process of developing the model consists of three main phases, which are doing the need analysis phase, designing and developing the model phase and evaluating the model phase In this case, qualitative study has been firstly adopted for the exploratory purposes in order to gain some overview on the contents of the profile before moving to the next phase of designing the profile. Upon completing the second phase, quantitative study is used to evaluate the results and finally turn it into a model that could be used for generalization. Thus, this form of sequential mixed method is justified to be the best way of achieving the research objectives. Below are the details on the research design for all three phases for developing the model.

First phase

First phase is called as the phase of need analysis which the purpose is investigating the relevant needs for the design and development of the profile. Qualitative approaches are seen as more appropriate in this phase to understand a phenomenon in depth. In this phase, a qualitative approach is used to understand the design requirements of the model of learning literacy. During this phase, interview and questionnaires techniques to 3 teachers, the principal of the school, and several students. Questionnaires are used to gather a broad data which has very large data and varies. Meanwhile, interview is needed because researchers have the opportunity to recognize, deepen and appreciate individual experiences in society. Therefore, in this phase the interview and questionnaires method will be conducted to answer the research question through the interaction between the researcher and the interviewee.

Second phase

In the design phase, this study uses a combination of qualitative and quantitative methods for designing and developing learning literacy model. The Fuzzy Delphi method has been chosen as a strategy to complete the second phase of profile design due to its strength and compatibility in terms of validity and reliability. It was claimed to be a powerful technique when being used to find the answers for the research questions which requires in depth explanation and judgments from the experts (Gordon, 2008). Furthermore, this method also has its validity and reliability provided that is applied with the necessary methodological rigor and with a good knowledge of the social medium in which it is being applied). This second phase of study will consists of three (3) round/cycle of data collection.

For the first round of this phase, a qualitative method was used to collect data among 18 experts from the interview session. The use of this method enables the researcher to explore and understand the phenomenon of a study in more detail by exploring what the study participants said and interpreted through their conversations, feelings and views. The findings of the first round will be used to prepare questionnaire items which then be further answered by the same panel of experts. The interviews with 18 expert panels consisting of education consultant, elementary schools principals, teachers, elementary school supervisors, and lecturers.

For the second round of the Delphi study method, 18 expert panel members will be given a brief description of the next procedure of the study. Subsequently, the participants will be given a questionnaire containing an initial list of dimensions and items identified based on previous round. The study participants will be asked to interact using the five (5) likert scale. The data obtain in this second round of study will be analyze using Fuzzy Delphi method. Expert agreement is achieved through the use of mathematical formulas namely the Fuzzy triangle numbering and de-fuzzyfication process. Thus, through the process of numbering a fuzzy triangle, the expert consents to a specific construct and item will be identified. Furthermore, after the agreement

among the experts on an item is obtained, the de-fuzzy-fication process is performed by looking at the score to determine the position and priority of the item. Further, to perform the defuzzification process, two processes namely Average of Fuzzy numbers or Fuzzy Evaluation were used. Therefore, this process can generate data according to the needs of the experts who act as the respondents of the study. This second round/cycle then repeated twice at the third cycle/round so that researchers get the final prototype to be validate and evaluate in the last phase.

Third Phase

This phase involves the use of quantitative methods for data collection and analysis. The profile that has been developed previously using Fuzzy Delphi method is evaluated through the questionnaire. Questionnaire is appropriate in order to get data regarding certain phenomenon or study among large size of population. This kind of quantitative method involves testing hypothesis and generalizing findings to a larger population. In this third phase, the nature of quantitative study was thought to be the best suited methodology to reach research objectives due to its ability to test and confirm theory based on a deductive approach. In this phase researchers used SEM method of analysis to evaluate the model of learning literacy which was developed before.

For a brief explanation of the research procedure, it can be illustrated as the flow chart in the figure 3.1 below:

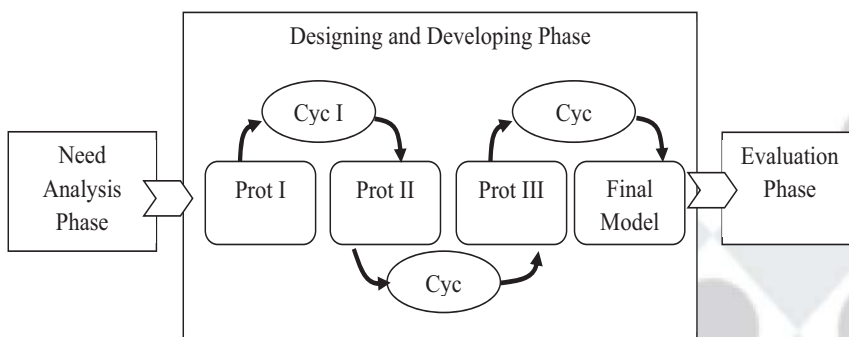



Figure 3.1. The flow chart of research procedure

B. Analyzing The Model

The qualitative data are in the form of field note, work log, criticism, suggestions, ideas, feedback, comment, and language correction. Meanwhile, the quantitative data analyzed based on three main phases. In every phase, researchers used different methods to analyze the data.

Analyzing Need Analysis Result

The first phase, there is a need to set up a set of criteria which are important criteria relate with the indicator level; namely scores for each indicator. There is also need to have a close identification of the indicators under the corresponding variable which get a particular score. This strategy is viewed that indicators are the most operational and observable elements for the purpose of necessary revision. Therefore, quantifying the indicators is actually an attempt made to measure the indicators.

The scale in each indicator as has been described in the previous section has a range from a score of 1 (one) to 5 (five). For the purpose of quantifying the indicators by using the scale, then a set of criteria at the indicator level is established using the scoring criteria adapted from the ones set up by Sudiyono (2003). In the criteria scores together with their score range, qualitative description, and follow-up decision are provided as shown it satisfactory this table:

Table 3.1. Guideline for Evaluating Indicators of model

SCORE	SCORE RANGE	QUALITATIVE DESCRIPTION	FOLLOW-UP
5	4.1 – 5.0	Very Good	No revision needed
4	3.1 – 4.0	Good	No revision needed
3	2.1 – 3.0	Sufficient	Possible revision needed
2	1.1 – 2.0	Bad	Revision needed
1	1	Very Bad	Replacement

The brief example of this case is as follows: if the average mean score gained by the teachers is 3.09 (3.09 > 3.0), means that on the average the indicators reflecting the quality of the book under assessment can be categorized to be “very good”. On the average,

therefore no revision is required of the materials under assessment based on the quantitative measure.

The second criteria are related to the variable level; namely scores across indicators in a particular variable. Unlike the criteria at the indicator level, the criteria at the variable level are of secondary concern. The reason is that variables in this respect are generic and thus less operational and observable for the sake of necessary revisions. Evaluation at this level is useful for general impression about a particular variable. The criteria at the variable level are established as follows: if the number of indicators under the particular variable rated with a score smaller than 2 (< 2) reaches 90 % of the subjects of the validation phase, the variable under evaluation is interpreted as being not satisfactory.

The third criteria aims at evaluating the reliability of the model particularly the teachers in assigning the scores as their evaluative judgement over the materials developed. To examine the reliability of a model, percentage of agreements formula of Emmir & Millet in Borich (1994: 385) is employed. For the purpose, Grinnel (1998) is employed in this current study. It is employed to ensure the reliability of a model. The grinnel formula ia as follows:

$$(R) = \frac{\text{Agreement (A)}}{\text{Disagreement (D)} + \text{Agreement (A)}}$$

A = The degree of agreement from two raters

D = The degree of disagreement from two raters

R = Coefficient k

This technique is utilized to examine the agreement of the subjects, in this case the teachers, in assigning the scores as their evaluative judgement over the materials developed. The degree of agreement among subjects is seen from the coefficient reliability is greater (>) than 0,75 or equal to be examined.

Analyzing Designing and Developing Phase

In this phase, one can use Fuzzy Delphi Techniques to develop the model. It aims to get the approval of experts on the aspects of Psychic Psychotherapy. The study involved 18 expert panels consisting of AusAid education consultant, lecturers, elementary school supervisors, elementary Principals and elementary teachers. The instrument in this study contains a set of questionnaires consisting of eight points with 79 items and submitted to each expert. After that, researchers identified the results of a group of experts who agreed to contribute to their expertise to channel ideas, criticize and improve the content of each item determined by the researcher.

At the first, after need analysis, researchers conduct the first cycle/ round (cycle I) to get the prototype II. The fixed-prototype II then processed into Cycle II to get prototype III. The revised prototype III then processed into cycle III to get the final prototype. Therefore there are 3 cycles and 4 prototypes.

In Fuzzy Delphi technique there are two important things, namely the Triangular Fuzzy Number and Defuzzification process. Triangular Fuzzy Number is composed of minimum values (m_1), fair values (m_2) and maximum values (m_3). Triangular Fuzzy Number is used to produce Fuzzy scale (the same as Likert scale) and aims to translate linguistic variables into fuzzy scales.

In this research, the process of collecting and analyzing Fuzzy Delphi techniques is carried out in two stages. The first stage is carried out by giving instruments to each expert, wherein the instruments presented contain empty columns to provide ideas, descriptions or comments as well as suggestions. In the second stage, the researchers analyzed the data obtained through a likert scale representation using a likert scale, and Microsoft Excel. The data is then converted into a Triangular Fuzzy number. There are two examples of the Fuzzy scale, namely the five-point Fuzzy scale and the seven-point Fuzzy scale, but in this study, the Fuzzy scale used is the five-point Fuzzy scale as shown in the table 2 below

Table 3.2. The Scale of Fuzzy Delphi

Agreement Levels	Skala Fuzzy
Absolutely Disagree	(0.0, 0.1, 0.2)
Do Disagree	(0.1, 0.2, 0.4)
Moderate	(0.2, 0.4, 0.6)
Do Agree	(0.6, 0.7, 0.8)
Absolutely Agree	(0.8, 0.9, 1.0)

Source: (Mohd. Ridhuan Mohd. Jamil et al. 2013: m.s. 88)

From the table above it appears that the higher the number on the scale, the more precise the data obtained.

The data obtained is then calculated to get the Fuzzy value (n1, n2, n3) and the average Fuzzy value (m1, m2, m3) for the threshold value, the percentage of expert agreement, defuzzication, and item ranking. To obtain expert agreement on each item, the threshold value must not exceed 0.2. The percentage of expert approval must exceed 75%, while the defuzzication value for each item must exceed the á-cut value = 0.5. To get the threshold value, the distance between two Fuzzy numbers is determined using the following formula:

$$d(\bar{m},\bar{n}) = \sqrt{\frac{1}{3}[(m_1 - n_1)^2 + (m_2 - n_2)^2 + (m_3 - n_3)^2]}$$

Based on the formula above, the value of d is the threshold value. If the value of d de 0.2, this means that all experts show agreement on related items. But if on the contrary, then in the second round it is necessary to see whether the item is needed or not.

The Fuzzy Delphi technique also involves the process of determining expert group agreements that exceed or equal to 75% of the entire construct or for each item. Each item is assumed to reach an expert agreement if the percentage of expert agreement for each item is equal or more than 75%.

The defuzzification process was also carried out in the process of analyzing the data of the Fuzzy Delphi technique. The defuzzification process is the process of determining the position or priority of each item or the determination of each variable or sub-variable. In this process there are three formulas that apply, but in this case the writer can choose one as specified:

1. : $A = \frac{1}{3}(m_1 + m_2 + m_3)$

2. : $A = \frac{1}{4}(m_1 + 2m_2 + m_3)$

3. : $A = \frac{1}{6}(m_1 + 4m_2 + m_3)$

á-cut = median values for ‘0’ and ‘1’, where á-cut = $\frac{0+1}{2}$ = 0.5. If the value of A is lower than the á-cut = 0.5, then the item will be rejected because it shows the expert’s willingness to reject the item. However, if the value of A produced exceeds the value of á-cut = 0.5, then the item will be received as represented by the agreement of experts to receive the item (Tang & Wu, 2010; Bodjanova, 2006).

Analyzing Evaluation Phase

In this phase researchers will use structural equation modeling analysis (SEM Analysis). Structural Equation Modeling Analysis (SEM) has the ability to combine measurement models and structural models simultaneously and efficiently compared to other analysis tools (Hair at all, 2010). In modeling using the SEM approach, there are seven steps that must be taken, namely:

Step 1: Model Development Based on Theory

Structural Equation Modeling (SEM) is based on a causal relationship, that changes in one variable are assumed to result in changes in other variables. Causal relationships can mean tight relationships or it can also be less strict relationships. The strength of the casual relationship between the two variables assumed by the researcher lies not in the chosen analytical method, but lies in

theoretical justification to support the analysis. Theoretical studies are used to build models that form the basis of the next steps

Step 2: Arrange A Flow Chart (Path Diagram)

The theoretical framework that has been compiled is then transformed into a path diagram to illustrate the causal relationship of the construct to be used. In this study there are eight constructs, namely learning objectives, teaching materials, learning experiences, learning methods and strategies, learning procedures, time allocation, monitoring, learning resources.

Step 3: Structural Equations and Measurement Models

The flowchart is translated in structural equations (*structural equation*) and the equations stating the specifications of the measurement model (*measurement model*). Structural equations show causality between various constructs in the model, while the measurement model is used to test the dimensions of a construct.

Structural Equations, which are formulated to express causal relationships, that each endogenous construct is a separate dependent variable. While the independent variables are all constructs that have lines with arrows connecting to endogenous constructs with the following guidelines:

Endogenous Variables = Exogenous Variables + Endogenous Variables + Error

Step 4: Select the Type of Input Matrix and Estimated Proposed Model

SEM input data is in the form of variance-covariance matrix or correlation matrix. This study will examine the causal relationship so that it uses a variance-covariant matrix. The analysis technique used is the Maximum Likelihood Estimation, assuming normality must be met. This estimation technique is carried out through two stages, namely (1) the estimation stage of the measurement model used to test the undimensionality of exogenous and endogenous constructs using the confirmatory factor analysis technique and (2) the Structural

Equation Modeling estimation stage, carried out through a full model analysis to see the suitability of the model and the causality relationships formed in the tested model.

After a model has been established and known, the next step is to obtain a free parameter estimate from the data set studied, estimation techniques such as Maximum Likelihood (ML) or Generalized Least Squares (GLS) are preferred. Estimation is the process by which parameters for a model are statistically estimated through data. But before the appropriate estimation is chosen, the data should be reviewed so that there are no false estimates and its validity has been made on an assumption before AMOS can analyze the data. Part of the assumptions in SEM analysis are random sampling and multivariate normality. Multivariate normality determines the estimation technique chosen, if the data deviates from multivariate normality, then the technique bootstrapping should be used.

Step 5: Assess the Identification of Structural Models

Identification problems are generally a matter of the inability of the model developed to produce unique estimates. The emergence of standard errors for one or several coefficients, most likely cause identification problems. Similarly, the emergence of a negative error variance or the emergence of a very high correlation between the estimated coefficients obtained. To overcome this problem by giving more constraints on the model to be analyzed.

Step 6: Assess the Goodness of fit Criteria

In this sixth step the suitability of the model is tested by examining various goodness of fit criteria, namely by testing the SEM assumptions such as:

1. Tests on the fulfillment of data normality assumptions, which univariate and multivariate normality are tested using a schedule resulting from the use of AMOS ver. 18.0 which can be concluded whether there is evidence or not if the data used has an abnormal distribution, using a critical ratio of ± 2.58 at a significant level of 1%. If the critical ratio generated in the table of each variable

dimension is greater than 2.58, it can be concluded, there is no evidence that the data used has an abnormal distribution.

2. Testing of the emergence of outliers (observations that appear with extreme values), both univariate outliers and multivariate outliers, with observations that have a z-score > 3.0 will be categorized as univariate outliers, and vice versa. Multivariate outliers are tested with the Mahalanobis Distance test, if the value of Chi-square < Mahalanobis d-squared value means the respondent is a multivariate outliers.
3. Testing of multicollinearity and singularity, that if the determinant of the sample covariance matrix is greater than zero, it can be concluded that there are no multicollinearity or singularities, so that the data is feasible to use.

To test the hypotheses of the developed model, some statistical tests may be used. In SEM techniques, the statistical tests used to measure the suitability of the model are as follows:

1. *Likelihood-ratio Chi-square* Statistic (x^2)

   This statistical test tool is used to test the differences between the population covariance matrix and the sample covariance matrix. The justification is a small and insignificant value, so that the null hypothesis cannot be rejected, which the estimated population covariance test is not the same as the sample covariance, because in this case = 0 means there is really no difference.

2. *Significance Probability*

   To test the significance of the model.

3. *The Minimum Sample Discrepancy Function Degree of Freedom* (CMIN/DF)

   This index is also called -relative because the value of is divided by the DF. Some authors recommend using this size ratio to measure fit. According to Wheaton et.al (1977 in Imam Ghozali 2008) a ratio value of 5 or less than 5 is a reasonable measure. A relative value less than 2.0 is an indication of an acceptable fit between the model and data. (Byrne, 2001).

4. *Goodness of Fit Index* (GFI)

Goodness of Fit Index (GFI) was developed by Joreskog and Sorbom (1989), which are non-statistical measures whose values range from 0 (poor fit) to 1.0 (perfect fit). A high GFI value indicates better fit and how many GFI values can be accepted as a decent value there is no standard.

5. *Adjusted Goodness of Fit Index* (AGFI)

It is a GFI value that is adjusted to the available degree of freedom. The level of acceptance is good if AGFI has a value equal to or greater than 0.90.

6. *Tucker Lewis Index* (TLI)

This measure combines the parsimony size into the index of comparison between the proposed model and the null model. TLI ranges from 0 to 1.0. the recommended TLI value is equal to or greater than 0.90.

7. *Nor med Fit Index* (NFI)

NFI is a measure of comparison between proposed models and null models. NFI values will vary from 0 (no fit at all) to 1.0 (perfect fit). As with TLI, there is no absolute value that can be used as a standard but is generally recommended to be equal to or greater than 0.90.

8. *Comparative Fit Index* (CFI)

CFI is an estimate of model fit by comparing the model being tested with the possibilities of other models. CFI values will vary from 0 (no fit at all) to 1.0 (perfect fit). As with TLI, there is no absolute value that can be used as a standard but is generally recommended to be equal to or greater than 0.90.

9. *Root Mean Square error of Approximation* (RMSEA)

This index is used to compensate for Chi-square values on large sample sizes. An RMSEA value that is smaller or equal to 0.08 is an index for model acceptance. The RMSEA empirical test results are suitable for testing the confirmatory model or competing model strategy with a large sample size.

All model equivalency test tools are summarized in table 3.3 as follows:

Table 3.3 Goodness of Fit Indexes

Goodness of fit index	Cut of value
x^2 (Chi-square)	Expected to be small
Significance Probability	≥ significant level of si (α)
CMIN/ DF	≤ 5.00
GFI	≥ 0.90
AGFI	≥ 0.90
TLI	≥ 0.90
NFI	≥ 0.90
CFI	≥ 0.90
RMSEA	≤ 0.08

Source: Structural Equation Model (Ghozali. 2008)

To predict whether the model is empirically appropriate, a number of statistical tests need to be considered (Tabachnick and Fidell, 2004), because SEM does not have the best statistical calculations to determine the fit model (Sitinjak & Sugiarto, 2005). That is, researchers cannot predict whether the proposed model in this study is in accordance with data in the field or not, using only one statistical calculation. Therefore, the research uses several statistical calculations to guide the determination of whether the proposed model can be predicted as a model that is suitable with the data in the field. Next, researchers describe briefly, several fit indexes from statistical calculations commonly used in research at this time.

x^2

Fit index generated through statistical calculations *chi-square* (x^2), usually the fit index that is first seen by experts (Probst. 1999), although the fit index of is very sensitive to the size of the sample (Kerlinger & Lee. 2000). That is, the greater the sample size, the more likely the model is rejected, if it is guided only by the fit index resulting from the calculation of . However, according to Tabachnick and Fidell (2001), there are practical ways to expect a fit model based on a fit index of , namely by calculating the ratio of with respect to degrees of freedom (DF). If divided by DF the result is smaller than 5, then the model can be considered as a model that is in accordance with the data in the field. Because of the calculation results of very much depends

on the sample size, so the practical way the reviewer also considers to be a guide in determining a fit proposal model. So, to test the suitability of the proposed model with data in the field through statistical calculations of , researchers are guided by values of *p* is greater than .05 ($p>0.05$), or based on ratio calculation , if the index of fit from other statistical calculations (used in this study) has proven that the proposed model is fit, but not yet fit according to the results of statistical calculations of .

The second statistical calculation is the Goodness of Fit Index (GFI), which is a non-statistical measure whose value ranges from the value of 0 (poor fit) to 1.0 (perfect fit). A high GFI value indicates better fit.

The third statistical calculation is the Comparative Fit Index (CFI), which calculates the approximate fit model by comparing the tested model with the possibilities of other models (Tabachnick & Fidell, 2001). That means. the higher the CFI value, the higher the suitability of the specifications in the model being tested, which means that the more likely the model being tested can be predicted as a model that is in accordance with the data in the field. According to Kerlinger and Lee (2000). CFI is a stable fit index and is not influenced by the size of the sample, and is widely used by researchers at this time, to determine the fit model. CFI values range from 0 to 1, and CFI values > .90 can be used to show a good fit model (Sitinjak & Sugiarto, 2005). Therefore, in addition to referring to the index fit with a value of p > .05 that is sensitive to sample size, researchers also refer to the CFI index > .90, which is not influenced by sample size and is widely used as an index to predict good fit models.

The fourth statistical calculation that is used to estimate a fit proposal model in this research is the Root Mean Square Error of Approximation (RMSEA). RMSEA calculates model fit estimates based on the lack of fit present in a model compared to a perfect model (Tabachnick and Fidell, 2001). It also said that the perfect model has a zero-ratio value (0). That is, the smaller the value of RMSEA, the smaller the discrepancy that exists in a model that is tested from a

perfect model, so the more likely a model can be predicted as a model that matches the data in the field. RMSEA value £ .08 can be used to show a good fit model. The RMSEA is also the most widely used fit index at this time to predict fit models other than CFI, because it can show the power of calculations made. Therefore, the value of RMSEA £ .08 is also used by researchers as a guide to determine forecasting whether the proposed model is fit properly.

Based on the description above, the researcher can conclude that to determine whether the proposed model can be predicted as a fit model or in accordance with the data in the field, and changes made to the proposed model no longer significantly affect changes in the fit index, the researcher can uses four fit indexes, which are commonly used and the most chosen by researchers at this time. The four fit indexes are with value p > .05 or with value divided by DF smaller than 5, GFI > .90, CFI > .90, and RMSEA £ .08.

The last step than the sixth step is testing undimensionality and reliability. Undimensionality test is to measure the reliability of the model which shows that a one-dimensional model, the indicators used have a good degree of conformity. While reliability is a measure of the internal consistency of construct indicators that indicates the degree to which each indicator shows a general construct. There are two ways that can be used, namely construct reliability with a recommended acceptance level of at least 0.70 and extracted variance with a minimum acceptance rate of 0.50.

Step 7: Interpret and Modify the Model

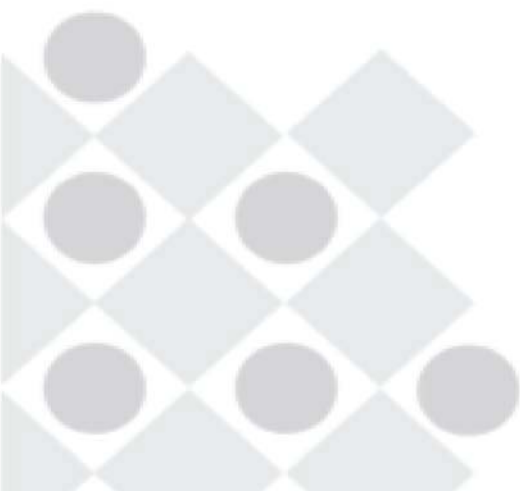
The final step in the SEM analysis technique is to interpret whether the tested model is acceptable or needs to be further developed. To modify the model, it can be done by observing normalized residuals and modification indices. Justification on the standardized residual covariance matrix is if there is a value greater than or equal to ± 2.58 interpreted as significant at the level of 1% which means there is a substantial prediction error for the indicator to be attached (Hair et.al. 2010). Variables that have decreased Chi-square values and important

guidelines in modifying the model are strong theoretical support and justification.

Bootstrapping

Bootstrapping is a form of re-sampling and can be considered a cross validation process (Arbuckle & Wothke. 1999); Bootstrapping is one of the best methods obtained from AMOS to be used on abnormal data to get a better SEM analysis decision (Efron. 1983). The advantage of the Bootstrapping method is that it makes no assumptions for the normal distribution probability of large samples (Diaconis & Efron, 1983). Bootstrapping is therefore a good way to assess the overall fit of the model from abnormal data (Stine. 1989).

Basically what applies in the Bootstrapping business is the data that is studied describing the population and then repeated sampling to produce an empirical sample distribution (Anderson & Gerbing, 1988). This distribution can then be used to test statistical hypotheses and predict standard errors. Repeated sampling can provide more stable research decisions. This repetitive sampling and analysis process makes the Bootstrapping process a cross validation process.

Models that are based on one sample data are always weak in fitting but when bootstrapping efforts the model is fit with a large sample taken from the population. Bootstrapping can also be used to choose the best forecasting technique for SEM analysis. AMOS provides five selectable ways to estimate the path parameters as listed below.

AMOS is capable of using Bootstrapping to compare estimation techniques. but the problem in comparing estimation techniques in this way is how to measure the difference between population moments and the moments implicit in the model needs to be determined in advance (Arbuckle & Wothke, 1999). The initial determination of estimation techniques needs to be chosen before using the Bootstrap procedure for all budget methods and fit decisions compared to choosing the best suitability.

The types of estimation techniques are:

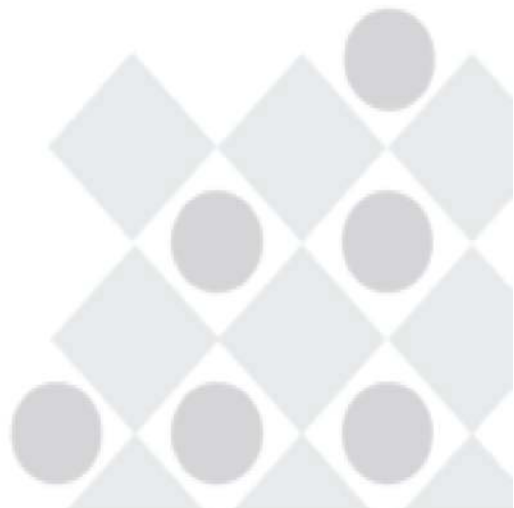
a. Maximum likelihood (ML)

b. Unweighted least square (ULS)

c. Generalized least square (GLS)

d. Browne's asymptotically distribution-free criteria (ADF)

e. Scale-free least square (SLS)

Maximum likelihood is the most commonly used estimation technique in SEM analysis. ML was found to provide valid decisions for sample sizes as small as 50, but generally the minimum size accepted for using ML more precisely is between 100 - 200, because ML is sensitive to abnormal multivariate distributions, alternative estimation techniques are also used such as ADF. ADF is not sensitive to abnormal distribution but requires a large sample size.

CHAPTER IV
PRELIMINARY NEEDS AND PLAN IN DEVELOPING MODEL FOR BOTH MALAYSIAN AND INDONESIAN

This research aims to develop learning model for literacy. Researchers used Fuzzy Delphi technique to develop the model. Therefore, researchers asked several people and experts to join with this developmental process. The people who join with research come several areas such as principal of elementary school, education expert/ consultant, education evaluators for elementary school, teachers, and lecturers. The data of the expert can be seen from the table 1 below:

Table 4.1. The Expert who Join to The Development of Learning Literacy Model

Expert position	**The number based on the working experience**			**Total**
	$N \leq 5$	$5 < N \leq 10$	N¯ 10	
The principals	-	-	3	3
Lecturers	3	4	3	10
Education consultants	-	-	1	1
Education evaluators	-	-	2	2
Teachers	-	-	2	2
Total				18

In developing the model, researchers divided the step of this research into 3 phases, those are 1). need analysis phase, which is gathering what is needed in both the school; 2). Designing and developing model phase, which is researchers put the theories and what is found in need analysis then illustrated it into a model. This phase was using fuzzy delphy technique, therefore there are some cycle

to discuss the model with the experts. It can be seen from the table 1 above that all experts who coming from education practitioners has been working for more than 10 years. Meanwhile, for the lecturers coming from various years of working experinces.

A. Need Analysis Phase of Indonesian

Data from MIN III Bondowoso East Java Indonesia
The School Principal

The information from school principals about literacy learning at MIN III Bondowoso begins with a number of cases that indicate literacy learning is less likely to be touched. This is shown from the case of a teacher in teaching Arabic who was still wrong in writing words and phrases in Arabic. The mistake made by one of the teachers in writing Arabic is considered one indicator that there is a need for literacy learning movement among teachers before making a movement among students. In addition, teachers and students lack the scientific foundation, whereas philosophy of learning literacy is a scientific basis for understanding, applying and living even to the productive and contributive aspects of the scientific field. The reading culture regulation is part of 18 characters that must be applied in madrasah which later became a school / Madrasah eruption movement. As for theologically the first verse descended, we are ordered to read (Surah Al-Alaq 1-5). The following are the results of the interview with the headmaster of the madrasah:

Q: *Bagaimana sejarah literasi di MIN*

R : *Literasi ini berawal dari*

Leterasi ini berawal dari budaya baca yang harus dimiliki oleh keluarga Madrasah karena membaca adalah pintu pengetahuan.

Q: *Apa dasarnya...?*

R : *-—Secara empiris 1.banyak siswa Madrasah bahkan guru yang tidak memiliki pondasi keilmuan, 2. Siswa atau guru kurang suka membaca.*

—Secara filosofis merupakan basic keilmuan dari membaca, memahami,manerapkan serta menghayat ibahkan sampai kepada produktif dan kontribusi.

> —*Secara regulasi budaya baca merupakan bagian dari 18 karakter yang harus di terapkan di madrasah yang kemudian menjadi gerakan leterasi sekolah/Madrasah.-Secara teologis ayat yang pertama kali turun ,kita di perintahkan membaca (QS. Al-Alaq 1-5)*

Based on the interview above shows that literacy learning is a need to improve human resources both from the teacher and from students because both empirically, philosophically, regulative, and theologically cannot be denied that literacy learning is the foundation that must be done to build a civilization through reading as a world window that starts from basic education.

Information from Lower Grade Teacher

The data obtained from the teacher at the need analysis stage shows that literacy learning activities start from first grade and divided into two levels, grades 1-3 and grades 4-6 at the basic level, arranged according to the schedule provided by the teachers. The students read in the school library during break time.

Figure 4.1 Reading literacy activities at a free time and free subject of matter

They are free to choose the books, as can be seen from figure 4.1, they want to read such as subject matter or stories provided in the school library as a source of reading activities at school. However, parents do not facilitate student reading at home. In other words, reading activities are only carried out in schools as one of the school programs with very limited time as one of the learning programs to

read in schools. As the result, there is no relationship between the teacher and parents to realize about the importance of reading habits as shown in the following interview:

> **Q :** *Ada yang ingin saya tanyakan terkait dengan pembelajaran yang melibatkan kemampuan literasi anak. Ada beberapa hal yang mau saya tanyakan, bagaimana dengan pembelajaran literasi di sekolah ini?*
>
> **R :** *Biasanya kalau anak-anak ada jadwal membaca diperpustakaan, dari kelas 1 – 6 ada jadwalnya sendiri. Saat istirahat juga ada jadwalnya sendiri*
>
> **Q :** *Yang dilakukan diperpustakaan itu membaca apa Bu?*
>
> **R :** *terserah anak-anak membaca apa, bisa membaca pelajaran, cerita dan lainya*
>
> **Q :** *Bagaimana dengan tugas membaca di rumah?*
>
> **R :** *Kelemahannya anak-anak adalah ketika diminta membaca atau kebiasaan membaca hanya dilakukan disekolah. Dirumah sudah tidak dilatih, sehingga hanya guru yang berperan dalam kebiasaan membaca*

From the interview above, it shows that there is a need for a reciprocal relationship between teachers and parents to create a habit of reading both at school and at home. The imbalance caused by the parents' busyness so that at home they do not have free time to accompany their children to learn to read. Therefore, learning to read is not only the responsibility of the teacher at home, but also the role of parents is very important in providing nuance and a comfortable environment for reading at home. One example of the habit of reading done by F (initial), a doctoral student who is completing his dissertation at the University of Malaya - Malaysia, tells that he was required to read 5 books for a week by his father since childhood. So that habituation was carried out until he was an adult as a doctoral student.

Another example is the habit of learning to read and write literacy conducted by schools in developed countries such as Chicago (USA). Latin schools for example, this school requires students to be enriched and then they are told to make a synopsis that must be told. On the other hand, habituation of writing has also been done as a school program where every month a selection of the best writers in the school

is conducted and best writers in the city election is conducted every year. The writings of these students are published as one of the sources of student work. Therefore, literacy learning is not only done in schools but also collaboration with parents is very important so that literacy both reading and writing can be done.

The books available as learning resources provided in the school library are inadequate for all students of Madrasah Ibtidaiyah Negeri III Bondowoso. This inadequate learning resource affects the dissatisfaction of teachers and students because the book availability is only one book for two students and can only be read at school. As a result, parents cannot provide facilities for reading activities because the learning materials available can only be read in the school library. This condition makes students are not motivated to read at home, and even their parents do not care about how important reading at home as part of daily activities. Parents do not have time to develop a culture of reading at home because of limited learning resources as shown in the following interview:

Q : *Darimana buku di perpustakaan?*

R : *Cuma buku dari pemerintah*

Q : *Lalu untuk bukunya?*

R : *Bukunya yang dari pemerintah masih kurang, sehingga 1 bangku 1 buku (2 anak) ini membuat siswa tidak bisa belajar di rumha. Itupun kalau di rumah diajari, karena yang boleh dibawa pulang hanya yang mempunyai kemampuan membaca rendah*

Referring to the Indonesian government regulations in accordance with the format of material presentation based on the 2013 curriculum is to use the Thematic Format arranged into the following three groups; social science, natural sciences, and religion. However, there are core competencies and content that are not in line with the expectations of the teacher and students, so teachers must adapt and adopt the materials to be more appropriate to the age and level of students. In addition, there are some material from books from the government that are not appropriate for MIN III Bondowoso students because it is too difficult for rural students to use Madura as a mother

language. As for examples of material that is not suitable for students is a fraction in mathematics. If before the revision the fraction is only in the form of the original fraction, while the revision has been added to zero comma (decimal fraction) as shown in the following interview:

Q: *Kalau terkait dengan mapel, kalau kelas II sudah tematik, sumber bukunya apa?*

R : *Iya sudah tematik, bukunya dari pemerintah*

Q: *kalau dari segi kontennya bagaimana? Apakah sudah sesuai dengan standardnya atau gimana?*

R : *banyak yang tidak cocok untuk anak dasar*

Q: *ketidakcocokannya ada dimana?*

R : *pelajarannya terlalu tinggi. Mungkin untuk anak kota itu cocok karena masuk sd mereka di tes, jadi sesuai kemampuan yang ideal. Tapi disini kan tidak, bisa ndak bisa tetep diterima*

Q: *apakah karena di buku memuat berpikir tingkat tinggi begitu?*

R : *iya, untuk yang sebelum revisi bukunya masih cocok dengan anak-anak, nah setelah revisi ini ko makin sulit. Pelajaran menurut saya cocok di kelas 3 diajarkan di kelas 2,*

Q: *contohnya apa?*

R : *materi pecahan di matematika. Kalau sebelum revisi pecahan hanya berbentuk pecahan asli, sedangkan yang revisi sudah ditambah dengan nol koma (pecahan desimal). Kalau sekarang sudah melibatkan operasi yang sulit, sekian digai sekian jadi berapa (sambil menirukan). Termasuk soal-soalnya juga sulit*

Q: *anak-anak berhasil mencapai itu atau tidak bu?*

R : *beberapa berhasil. Jadi ketika ujian saya masih menerangkan lagi, oh ini maksudnya nak, oh iya, baru bisa*

Q: *biasanya panjenengan menggunakan sumber lain ngga ? didasrakan buat sendiri atau ilustrasi dari buku?*

R : *kalau dari buku ada ya saya ambil dari buku, jika tidak ada ya saya buat sendiri*

Q: *media apa yang biasanya ibu pakai?*

R : *seperti rambu-rambu, coba ingat gambar ini, anak-anak tidak tau. Jadi saya buat sendiri beberapa*

Q: *di bukunya ada ngga itu?*

R : *ndak tertera kalau di buku tapi ada materinya jadi saya mengembangkan dan menambah sendiri*

Q: *lalu terkait dengan keberagaman budaya yang ada di buku, apakah dibuku itu sudah memfasilitasi agar anak memhami dan menghargai keanekaragaman budaya?*

R : *Ada*

Q: *yang sperti apa itu bu?*

R : *jadi dalam tematik itu tkohnya sudah langsung dipilihakn dari berbagai agama, asal daerah, jadi itu sudah sekaligus mengaajrkan keberagaman budaya. Misla edo dari papua, siti dari jawa*

Q: *kira-kra anak-anak paham ga berati ada orang lain diluar kita?*

R : *iya paham*

. Based on the interview above, it shows that the discrepancy of subject content with the level and age of students is a major factor in learning. Therefore, the teacher's role is very important in the provision of learning resources that are in accordance with the needs, interests and abilities of students. Books obtained from the government are more appropriate for students who are in urban areas or students who are able to read fluently. Therefore students need to be equipped with various kinds of learning resources that are in accordance with the ability level of MIN III Bondowoso students by adopting appropriate teaching materials, adapting teaching materials according to the level of students' abilities and even making their own modules so that children who experience delays in reading can be handled well by conducting special classes or inclusion classes.

The learning strategy of reading in MIN III Bondowoso begins with grouping students who can read and students who cannot read. Classroom management conducted by the teacher is done to make it easier to give treatment to students who have not been able to read when entering first grade by conducting a placement test. After conducting a placement test in grade one, children who already able to read can continue by reading other books, but those who still unable to read are given special treatment so that they can read them smoothly by using reading card media to spell like B-A, C-A. Even so, there are still four second graders who still cannot read, so they still don't understand the form of questions in the book. They still need to be guided by reading questions as they work on problems. It seems in the results of the following interview:

Q : *berikutnya saya mau bertanya tentang aktivitas membaca anak dna kemampuan literasi anak-anak, kira-kira saat panjenengan mengajar, sy tanya sebelum, porses dan setelahnya, syaa tanya ke bagian sebelum. Ketika sebelum, yang panjenengan lakukan bagaimana?*

R : *sebelumnya saya melakukan tes terlebih dahulu, bagi yang sudah bisa saya memprsilahkan untuk lanjut membaca memahami text, nah bagi yang belum saya ajari satu-satu*

Q : *cara mengajarinya bagaimana BU?*

R : *nah anak-anak yang belum saya kasi kartu baca mengeja, seperta B-A, C-A*

Q : *itu di kelas 2 ya?*

R : *Iya*

Q : *kelas 2 ada berapa orang yang terlambat,*

R : *ada 4 orang yang belum lancar membaca. Padahal di kelas 1 sudah dipisahkan, saat yang lain istiahat, dia tidak istriht tapi masih diajari membaca, kelas 2 juga demikian.*

Q : *Bentuk buku bagaimana bu untuk pendalaman anak2*

R : *dibawa anak-anak pak. Itu kalau ujian masih dibacakan*

Q : *jadi bukan anak-2 yng baca?*

R : *iya pak jadi kita tetep membacakan, kalau baca sendiri ya enak*

Q : *kelas 2 itu sudah tematik ya? Berati sudah campur ya?*

R : *Iya*

Q : *lajh kalau membaca saj bermasalah, lah bagimana naka2 memahami?*

R : *membacanya sj yang bermasalah bu, Cuma ketika diterangkan anak2 paham*

Q : *lah kalau mau mengerjakan soal gitu ?*

R : *ya akhirnya mereka tanya, sambil memperagakan kalimatnya (siapa yang membersihkan halaman? Edo buk, yasudah tulis). Ya di dikte,*

Q : *ada teksnya kan?*

R : *ada, teks dan gambarnya. Jadi disediakan gambar dulu disitu baru ada soalnya.*

Q : *jadi anak bisa menjawab tapi anak tidkak bisa membaca dan menulis?*

R : *iya, ada disitu kelemahannya*

Q : *kok bisa ya sudah kelas 2 tapi belum bisa membaca dan menulis?*

R : *karena di rumah ga diajari lagi*

In literacy learning from grade 1 to grade 3 there are some children who are still unable to read and are categorized as children with special needs. They are given by special handling because it needs repetition especially on long readings. So, children with special needs in class 2 need guidance from the teacher in the form of re-reading to make them understand. They needs tools in the form of visualization of concepts so that material that is normally understood abstractly can be visualized concretely, for example between numbers and letters, students get to know more numbers instead of letters so the teacher must make symbols of letters written in the form of numbers. To give more understanding to children with a more concrete explanation, the teacher makes an explanation effort by demonstrating the fraction of the word "one third" to "1/3". If students still do not understand, the teacher uses teaching aids in the form of paper divided into three parts. This will make it easier for students who are slow to learn to read easily like the results of the following interview:.

Q : *padahal ada yg kelas 1 sudah dan bahkan sebelum sekolah sudah bias*

R : *disini ada seperti itu bu, ada malah yang sampe kelas 4,yg berkebutuhan khusus*

Q : *jadi yang dikelas 2 itu termasuk berkebutuhan khusus?*

R : *insyaAllah iya bu. Sudah diajari hari ini besok sudah lupa*

Q : *jadi kalau anak2 ada text gitu bisa lgsg memahami?*

R : *ya kadang ga bisa langsung, kadang ya tetp tanya maksudnya apa bu? Ketika sudah dibacakan baru mereka tau*

Q : *prosentasenya berapa bu lgsg paham dan dibantu?*

R : *80% anak lgsg paham. Untuk semua text?*

Q : *jika soal dan paragraf panjang anak-anak mulai bngung*

R : *kalau mateatika itu biasanya panjang, nah itu anak-anak susah*

Q : *ngga pahamnya itu karena apanya? Panjangnya tadi atau bagaimana?*

R : *iya, terlalu panjang*

Q : *padahal bahasa sehari2 bindo,*

R : *misal tiap anak dapat berapa bagian, 1/3, tulis angkanya dan hurufnya. Nah yang tulis huruf ini yang ndak paham*

Q : *yang lebih disulitkan di matemtaika?*

R : *iya,*

Q : *itumatematika jg terintegrasi?*

R : *iya, seperti tema 8 sy bingung cara jelaskannya ke anak, padahal sudah sesuai buku tapi ko hasilnya begini. Akhirnya sy pakai cara lain, pakai kertas, dibagi, ini dapat berapa?*

Q : *pernahkan ada text, anak2 ndak bisa, kemudian anak2 diminta memahami text lain?*

R : *tidak pernah*

Q : *jika mau seperti itu kira2 semakin bngung atau ngga?*

R : *makin bngung, ini juga mgkn karena umurnya kurang. Karena mereka kadang maksa*

The strategies used in learning literacy at MIN III Bondowoso class 1 to class 3 by retelling what they have read before. However, the results have not been maximized because the retelling story are still limited to a very short story. In fact, by retelling students are expected to be able to review the text read. But students still need to be stimulated so that they can evoke their memory to retell it with the help of the teacher. So, the teacher's role is very important in guiding students to read. In addition to textbooks provided by schools from the government, students are also given a fairy tale book to add reading material even though to understand the story of the fairy tale still takes a long time unless the characters are mentioned first as key words like the results of the following interview:

Q : *apakahanak2 diminta untuk menceritakan kembali ttg text yang sudah dibaca?*

R : *Iya*

Q : *bisa g anaka2?*

R : *bisa tp jawabannya singkat2, harus ada pertanyaaan*

Q : *jika diminta untuk mebuat sndiri gtu?*

R : *ga bias*

Q : *bgmn dengan kemampuan membuat peta konsep?*

R : *ga ada*

Q : *emampuan membaca, apakah anak2 mempunyai persiapan atau melakukan persipan terlebih dahulu?*

R : *ngga ada, biasanya Cuma pakai wacana dan diminta oleh guru*

Q : *jadi harus dari gurunya ya?*

R : *Harus dipancing dulu, kalau lgsg ga bisa*

Q : *bagaiman dg budaya literasinya apakah sudah terbentuk di kelas 2?*

R : *belum terlalu, harus diarahkan dan dikontrol terlebih dahulu*

Q : *tanya ketika aktivitas membaca, selain buku text sering menggunakan buku tambahan?*

R : *ada buku dongeng, Cuma untuk pengeahuan anak2, Cuma tokohnya yang disebutkan*

Q : *apakah anak2 paham,?*

R : *ya guru harus berperan juga, tetap, kadang guru yang membacakan.*

Q : *kalau normal itu sudah bisa ya, Cuma kadang memhaminya yang kurang?*

R : *Iya*

The learning strategies used in literacy learning in addition to using indoor activity, teachers also use outdoor activities so that they can be freer to hand over late children. It is because teachers cannot use peer tutors considering they are still could not work independently. Students still tend to need individual handling by the teacher by repetition. This outdoor activity aims to provide a relaxed atmosphere for students so that students feel comfortable learning to read. For students who are not usual to read, the teacher gives extra time outside of class hours because the teacher believes that reading is a major factor in learning. If students cannot read, automatically, they cannot learn from others. So, four students out of 18 students who have problems reading need a special handler because the input of students who entered MIN III in Bondowoso is very heterogeneous with various potential students as in the following interview:

Q : *strategi apa yg ibu pakai utk memhami suatu text*

R : *kalau anak ga bisa itu biasanya saya meminta anak itu untuk keluar kelas dan diajar pengayaan oleh guru sukuan terkait dengan literasi/ membaca. Karena ketika anak yg lain bisa dn serius mereka malah mengganggu*

Q : *kelas 2ada brp orang ? dn yg bermaslaah ada berapa?*

R : *semua 18, yag lambat 4 orang*

Q : *apa ga malah ketinggalan bu mereka?*

R : *untuk diterangkan biasa mereka ngerti dan bisa menyelesaikan, sulitnya Cuma membaca. Kadang mereka mengerjakan ya asal2an*

Q : *kalau anak tdk bisa membaca, otomatis dia bermasalah dg semuanya.*

R : *biasanya kalau sudah seperti itu mereka mengerjakan di meja sy, sy bant dan meeka mengrjakan lisan baru ditlis*

Q : *kalau seperti itu memungkinkan jawaban sama dong?*

R : *iya utk 4 org itu kemungkinan jawabanya sama*

Q : *pernah ga misalkan ketika anak2 diminta membaca text terus tidak bisa lalu diminta mecoba lagi?*

R : *iya, biasanya sy suruh baca sampai 3x. Kalau disuruh menceritakan kembali baru dipancing dulu. Soalnya bingung awal cerita gmn, gtu*

As in other schools, in MIN III Bondowoso, there are some children who are categorized as mentally disabled, so that the student can be said to have Down-syndrome, although it needs further scientific proof of the child's condition so that they can provide appropriate treatment. Therefore, students who are categorized as disabilities in MIN III Bondowoso are given special handling with individual repetition and cannot be grouped using any approach both cooperative learning and Jig saw techniques and other techniques because they need careful and intensive attention and handling, like the results of the following interview:

Q : *berati permasalahannya karena anak berkebituhan khusus td ya? Kalau normal tidak ada maslah ya*

R : *karena anak berkebutuhan khusus itu, bahkan ada yg down syndrom. Harusnya di slb. Tapi tetep diterima*

Q : *bukan sekolah inklusi ya*

R : *gurunay terbatas bu, jadi disini belum bisa*

Q : *pernah ga anak2 diminta sharing?*

R : *pernah, cm ya gtu tetap sj*

Q : *sberapa efektif bu terkait denag membaca berulang dan membaca dg teman?*

R : *lebih baik membac berulang drpd berkelompk*

Some reading problems for both children in the normal and disability handled by giving them the task of repeating and retelling verbally. In addition, and re-writing stories is also used to complement the strategies used. But the re-writing stories is only given when the availability of time is sufficient so that the achievement of reading is not yet maximum achieved, especially when students read the long paragraph, so they have not been able to find the main ideas of the paragraph so the teacher must handle individually to find the cause why they still do not understand the question such as the following interview results:

Q : *yg menyebakan anak kesulitan memahami text itu ada dimn?*

R : *ada di kalimatnya y panjang. Slousinya ya memang harus bercerita*

Q : *berikutnyaias terkait setelah membaca, anak diminta utuk apa?*

R : *anak sy minta utk menceritakan kembali secara tulis dan lisan*

Q : *lebih sering mana yng lisan atau tulisan?*

R : *lebih sering yg lisan. Yg menyebabkan susah itu karena nulisnya yg lama. Takut jam nya ndak nutut akhirnya ya sy suruh maju atau sy suruh cerita dari bangkunya*

Q : *kalaudiminta utk mencari ide poko tiap iasraph gtu bagmn ?*

R : *ndak bias*

Q : *kelas 2 maks ada brp iasraph bu?*

R : *3 paragraf*

Q : *kemudian utk memperkaya pemahaman anak, pada bagian2 tertentu itu bgmn caranya bu?*

R : *yang ndak ias dipanggil, ditanya yg mana yg ga ias, kenapa ko ga ias, yang ini bu (sambil menirukan).*

In reading literacy learning, in addition to students being given the task of reading over and over again, students are also given the task of demonstrating stories like fable in the form of role play at the end of reading activities. Because the subjects in the second class do not yet have science subject or have not followed the thematic, the subjects taught are PKN, mathematics, and religion. Whereas those included as class teachers are mathematics, language, PKN, art and culture, and PJOK. So, the strategies used between one subject and

another are almost the same. To resume reading the text, at this level it is still impossible to apply because it is still at the stage of learning how to read, unless they talk about past experiences. In mathematics, the teacher prefers to use the media rather than strategies, such as imitating frog movements. But on the discussion of shape and space not using media but by repetition. As for the PJOK subjects, teachers prefer practice rather than using strategies or methods such as the results of the following interview:

Q : *itu jika matematika, bgmn kalau bhs?*

R : *ya ditanya lg, ini mksdx gmn? Kok bisa, lalu dibaca berulng2*

Q : *pernah ga membuat strategi beda gitu bu, mgkn drama games atau apa gitu?*

R : *kalau games tidak, kalau drama memang ada*

Q : *bagaimana itu?*

R : *biasnya ketika ada dongeng misalkan kancil dan buaya, diawal adadongengnya nah diakhir nanti bermain peran. Sambil pegang buku*

Q : *kalau mateatika dan sains gtu?*

R : *kelas 2 blm ada sains, pkn matematika bahasa agama*

Q : *yg masuk guru kelas apa sj*

R : *matemtika, bahasa, pkn, seni budaya, pjok*

Q : *saya pindah ke strategi membaca, ada beberapa mapel matematika pjok, kira2 strategi utk mengajarkan membaca sama atau beda?*

R : *sama strateginya, dibacakan dulu baru anak2 bisa paha. Tapi hanya utk contoh, untuk soal2 baru mereka sendiri, biasanya setelah 5 soal gitu.*

Q : *kalau membuat ringkasan gitu sudah apa belum ya?*

R : *belum kalau kelas 2, kecuali kalau bercerita ttg liburan dr awal sampai akhir baru bisa berdasar bahasa mereka.*

Q : *kalau terkait dg memahamai masalah matematika? Pernahkah menggunakan konteks serupa?*

R : *Cuma menggunakan media*

Q : *media nya apa?*

R : *misalnya bangun ruang, dengan menggunakan ruang terdiri dari bangun apa saja*

Q : *trus caranya gmn padahal ga ada media nya?*

R : *ya dijelaskan berulang2*

Q : *kalau pjok apa ada literasinya juga?*

R : *lgsg praktik pak. cm diterangkan lalu permainan, lah literasinya Cuma terkait dengan kata atau bacaan yang sy sediakan ketika sebelum permainan tadi, misalny anak lari terus ambil kertas bertulis katak, nanti dia menirukan gerakan katak dan temannya menebak*

Q : *pernah ga membelajarkan lietarsi itu dengan mencari kata kunci bacaan terlebih dahulu?*

R : *tidak pernah*

Informastion from Higher Grade Teachers (Grade 4 – 6)

The following is information from grade 4 - 6 teachers regarding literacy learning where subjects have taught by them. There are some subjects that do not use thematic, namely mathematics and PJOK. This means that these subjects are taught by major based teacher. Students in grades 4, 5, and 6 start literacy reading 15 minutes before learning begins. They start at 06.45 by reading RPUL and RPAL, while students grade 1, 2, and 3 read and write the Koran (BTQ) continued with reading activities after the Dhuha prayer. At the time of the first Rakaat of Dhuha prayer the students read the short letters to recall the readings they had learned. As for the use of free time or recess, students read in the library according to the schedule set from Tuesday to Thursday because Monday is used for flag ceremony as in the following interview results:

Q : *tadi sudah mendengar bbeerapa pertanyaan, ada beberapa bagian yng mau sy tanyakan. Kalau kelas v juga tematik?*

R : *iya, yg diluar tema ada matematika dan pjok diajarkan oleh guru bidang studi. Utk pkn, bindo, ipa, ips, spbd.*

Q : *tapi guru mapel mtk berbeda*

R : *sementara ini sy krn jumlahnya sedikit*

Q : *terkait dengan kebiasaan literasi. Sama atau tidak terkait dg membaca di perpus?*

R : *sama, tapi khusus kelas 4, 5, 6 setelah pembiasaan sholat dhuha anak2 sebelum pelajaran masing2. 4, 5, 6 melakukan literasi pengetahuan umum, 1, 2 itu BTQ kelas 3 ....Yg dibaca sebelum pembelajran, jam 6.45 anak sdh dikelas anak sdh di kelas dan sudah*

membaca. Utk kelas 5 membaca rpul dan rpal. Sampai jam pertama mulai (jam 7))

Q : *setiap hari?*

R : *setiap harikecuali senin jumat, karena ada olah raga dan upacara*

Q : *diarahkan oleh guru?*

R : *iya, diarahkan guru, skrg halaman sekian*

Q : *ada evaluasi apa tidak?*

R : *ada kaitannya dengan tema yg dipelajari*

Q : *apakah hanya menggunakan rpul dan rpal? Selain itu anak punya jdwl sesuai dengan kelas masing2. Berati lgsg disesuaikan dengan materi kelas 4, 5, 6*

R : *iya hanyamenggunakan itu sj, untuk selain 2 itu anak-anak hanya membaca diperpustakaan sesuai jdwl masing2*

Learning resources used by students in grades 4, 5, and 6 are RPAL and RPUL which already available at school. However, the content of the learning resources is not analyzed by the teachers, especially about the suitability level that some materials are not in accordance with Core Competence and Basic Competence. Therefore, the role of the teacher is very important to sort out the material, especially material that provides facilities for students to think at a high level as called HOTs (High Order Thinking Skills). Although there are some students who are still unable to think at a high level, the teacher tries to help them by doing peer tutoring. Unlike classes 1, 2, 3, and 4 who still use individual learning with repetition, then in grades 5 and 6, students have started to be invited to do Cooperative Learning. Unlike in class 2, at class 5 and 6, the number of students who carry disability or delay in thinking or unable to read have started to decrease. To handle students who still need guidance, the teacher uses real object media and authentic material such as the use of invitation letters or other materials brought by students from home. These authentic materials are used by the teacher as a medium as well as a source of learning so that children can connect the material with real situations. In addition, teachers also look for other sources from the internet to complete the material as shown in the following interview results:

Q : *apakah bapak membuat analsis materi rpul/rpal mana yg akan dibaca?*

R : *tidak, pokoknya anak membaca sesuai materinya*

Q : *artinya kelas 4 baca rpal/rpul yg terkait dengn materinya, begitu jg dg kelas lain*

R : *kalau rpal/rpul sudah urut dr kelas 4, 5, 6*

Q : *apakah itu sudah sesuaidg buku yg disediakan pemerintah? Antara konten buku dan KI Kd*

R : *sdh match sebagian, ada tidak. Misal rpal itu ipa sj, sedangkan rpul itu ips sj.*

Q : *mksdx buku yg disediakan pemerintah dg ki kd apakah sudah sesuai*

R : *Sudah*

Q : *apakah di buku itu memfasilitasi anak utk berpikir hotsanak sdh mampu mencapai harapan pemerintah belum?*

R : *sebgian sudah sebagian blm*

Q : *mksdx?*

R : *ya ada anak yg memang sudah bisa mencapai kemampuan hots dan ada yg belum, tapi hal ini wajarlah*

Q : *ada ga yang berkebutuhan khusus seperti di kelas 2?*

R : *kalau sepeti kelas 2 tidak, cm kalau hanya sebatas kurang bs memahami sj ada tapi beberapa*

Q : *buku kelas 5 berati tetap tema2*

R : *Iya*

Q : *ketika anak kesulitan text pada buku pemerintah, apakah menggunakan text lain?*

R : *ada, tapi serignya mnggunakan tutor sebaya atau tmn yg sudahmmpu utk mengajarkan temannya*

Q : *apakah ketika mengajar pernah menggunakan media?*

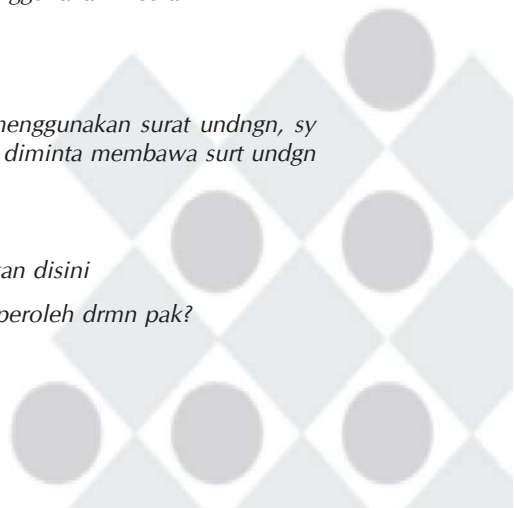
R : *Pernah*

Q : *media apa itu pak?*

R : *kalau berkaitan dengan literasi sy menggunakan surat undngn, sy bawa dari rumah, atau besok anak2 diminta membawa surt undgn yg pernah diperoleh org tua kalian*

Q : *kalo mtk dn sains bgmn?*

R : *kalau duaitu sudah ada dan disediakan disini*

Q : *inspirasi penggunaan media itu dibperoleh drmn pak?*

R : *ya sy liat2 dan donlod2. Dna untuk memahamkan ke anak jika mrk belum paham gtu sy ya ambil dr donlodan itu*

Before learning literacy is done, the teacher provides teaching materials related to cultural diversity. The material comes from RPUL or from several downloaded materials from internet that need to be read within 5 minutes. Then, one of the children was asked to go forward reading aloud in front of the class so that it could be corrected with classmates. In addition, teachers also use peer tutors and read with friends' strategy or called as Buddy Reading because students in grades 5 and 6 have shown the responsibility of teaching friends and show independence of learning. In addition to reading aloud and buddy reading, the teacher also presents a concept map in making a summary of reading so that the system in the text can be read easily by students as shown in the following interview results:

Q : *lalu terkait dengan pemahaman keanekaragaman budaya?*

R : *dari kebiasaan mmbaca itu anak2 ada peningkatan terkait budaya. Kalau ndak baca kan ndak tau*

Q : *ada di buku pemerintah atau ndak*

R : *ada di buku pemerintah itu cukup*

Q : *peragny berbasis it atau manual?*

R : *ya menggunakan it, cm hasil donlodan sy tunjukkan dg lcd*

Q : *terkait dengan kemampuan mebaca anak2, apa yg panjenengan lakukan utk mempersiapkan anak2 dlm memhami teks?*

R : *sy meminta anak2 membaca bersamaan dlm wktu 5 menit, atau kalau ga gtu ada yg suruh membaca di depan, atau kalau ga gitu setelah satu baris terus ganti. Nah kalau tidak fokus nanti kan pasti disorak sama yg lain*

Q : *sebelum mengajar litrsi apa yg anad lakukan?*

R : *sy menyediakan bukunya dulu, nanti baca bagian dan halamn ini sampai ini*

Q : *pernah kah bapak memberi buku atau sumber lain?*

R : *pernah saat itu sy mint anak2 bawa atau donlod ini, skrg sepulang sekolah kalian ke warnet untk cai ttg ini.*

Although the curriculum applied is already the K13 curriculum which focuses on the inquiry method, teachers still use PPP

(presentation practice, and production). It means that the teacher still uses the lecture method at the beginning of learning because students still need teacher's explanation. Related to reading literacy in mathematics, the teacher focuses on reading the formulas first so that the students can understand the meaning contained in the formula. The strategies used by the teacher to read RPAL and RPUL are no different. So, all teacher lessons use the same strategy even though there are some differences in accordance with the conditions of students. To anticipate students who are less able to capture the subject, the teacher uses keywords because in grades 5 and 6 students can be invited to conduct peer tutoring and Cooperative Learning based learning. In this stage, he students already able to make concept maps and all activities are always monitored by the teacher as in the following interview results:

Q : *pernahkah tidak sesuai dg harapan guru?*

R : *pernah, yag diharapkan ini yg diprin itu*

Q : *pernah ga dilakukan cara dlm mengantisipasi hal tsb?*

R : *lebih menjelaskan lg ttg kata kunci nantinya harus seperti ini dll*

Q : *kalau bapak sndiri menydiakan teks tambahan?*

R : *sementara ini sy tidak menyediakn*

Q : *langkah yg dilakukan utk membuat anak paham teks?*

R : *kalau kelas 5 hanya menggunakn tutor sebaya, misal ada yg tau dn paham ttg isi teks maka sy meminta dia mengajari temannya*

Q : *pernah menggunakan peta kosep?*

R : *Pernah*

Q : *gmn cara menfasilitasi dg hal itu?*

R : *dibuku sudah ada, dan yg mengembangkan anak2 smdiri*

Q : *utk matematika pak, k13 lebih pada penemuan. Njenengan menggunakan strategi apa?*

R : *kalau matematika sy menggunakan penjelasan dulu, kalau tidak malah mereka bngung. Kalau tidak melalui penjelasan mereka pasti belum bisa.*

Q : *kalau menggunakan lks berbasiss penemuan terbimbing bgmn?*

R : *kalau anak sudah tau kemungkinan dia bisa, tapi kalau misalkan belum dia pasti butuh penjelasan lagi*

Q : *yg menyebabkan tidak mengguankn teks lain pa?*

R : *waktunya pak, kalau hanya itu nanti yg lain tdk kebagian*

Q : *pahamkah anak2?*

R : *ya paham lah*

Q : *utk literasi ipa, ips, matematika, apa strateginya sama?*

R : *masing2 tidak sama, rpal utk ipa, rpul ips, kalau maematika membaca rumus2 itu*

Q : *klau kelas 5 sdh terkait pemecahan masalah pak?*

R : *ada, misalkan lampu merah tiap..., hijau ..., kapan bertemu bersama2. Sebelum verita sy gunakan dulu ygtidak cerita. Baru sy ke soal cerita dn sy tekankan pada kata kunci*

Q : *yg ketika membaca dnmemahami masalah, aktivitas apa yg bapak lakukan?*

R : *ketika membaca mreka berkelompok, tapi tidak semua membaca krn ya ada yg males*

Q : *lebih bisa berkelompok apa sndiri?*

R : *lebih bisa yg sndiri, krn kalau berkelompok ada yg mengganggu, ada yg bermain, malah ga fokus. Ada yg pura2 dst*

Q1Q2 : *ko seperti itu padahal kan di k13 lebih ditekankan dg berkelompokyang panjenengan lakukan malah spt apa pak kalau spt itu?*

R : *ya sy melakukanpendekatan pak, apa yg dibaca, memonitor anak, mengevaluasi*

Q : *diminta membaca lagi ndak?*

R : *Iya*

MIN III Bondowoso students are accustomed to carry a dictionary, so they have no difficulty finding difficult words or foreign languages such as “motivation” or “connotation”. Even the majority of students’ background is Madurese and Madurese as mother tongue, they are able to do it. Thus students can do literacy reading with longer paragraphs. From the long paragraph students can find the main idea of the paragraph. To maintain the local language, namely Madurese, students are asked to recount the text that has been read using the local language as the results of the following interview:

Q : *jika ada yg sulit memahami teks gtu gmn pak?*

R : *disini mayorits madura, misal ada kata "memotivasi", apa pak artinya ndak tau saya. Kata2 yg aneh bagi mereka ya mereka pasti tanya. Ini artinya apa ya pak? *sambil menirukan jawaban dan pertanyaan yang diajukan siswa. Sehingga kami menyediakankamus pak*

Q : *kan mirip pak bahasa madura dan bahasa indonesia?*

R : *disini kan desa bu jadi bahasanya ya agak beda, misalkan contoh kata kontoasi anak juga akanmencari artinya dikamus, tapi anak lebih sering tidak tau beberapa kata dan bertanya. Pokoknya yang ada –si, -si, -si gitu pasti tanya da. Jadi perlu bimbingan guru atau sy paksa untuk membawa kamus. Kalau ndak tau silahkan buka kamusnya*

Q : *sudah dibiasakan bawa kamus?*

R : *iya bu*

Q : *apakah anak bisa menemukan makna atau idepokok suatu paragraf pak?*

R : *yaitu kalau anak ketemu kata sulit maka dia akan kesulitan untuk mencari makna atau ide dari paragraf, sudah silahkan buka kamusnya. Bahkan kadang tak jarang dibantu oleh gurunya*

Q : *berati kalau menemukan ide pokok itu?*

R : *iya anak2 bisa sendiri. Biasanya ada 4 paragraf, nanti ditanya pokok pikiranpargraf pertma apa, sampai ke empat.kalimat utamanya apa, simpulannya apa, anak2 sudah bisa menyebutkan*

Q : *berati anak2 pd kelas 5 sudah bisa memahami suatu bacaan ya*

R : *Iya*

Q : *pernah ga anak2 diminta untuk mengungkapkan kembali dengan menggunakan bahasanya sendiri*

R : *pernah, karena memang ada materi yang mewajibkan anak untk menceritakan paragraf dengan menggunakan bahasa mereka sendiri. Ayo yang sudah selesai silahkan bercerita, yg sudah selesai sy suruh maju dan cerita di depan meja saya. Bukunya ditutup lalu sy bertanya apa yg km baca tadi. Tapi sebelumnya anak sy suruh untuk menulis terlebih dahulu, nantimajunya sambil mebawa tulisan tersebutg*

Q : *Kalau menggunakan drama, atau bermain peran begitu?*

R : *iya, bermain peran biasanya tapi tidak banyak dilakukan karena sering waktnya ga nutut*

Q : *arah kompetensinya untukapa itu nanti pak?*

R : *lebih bnayk ke menceritakan kembali, karena jarang ko diminta spt itu, paling cm 1 atau 2 sj*

Q : *ada mapel apa sj pak?*

R : *saya urut ya ada ipa, spdb, ips, bahasa indonesia, pkn, utuk mtk dan pjok diajar oleh guru maple*

Q : *kalau literasi matematika cara mengajarnya bagmn? Sama atua beda2*

R : *beda2, karena kalau literasi lebih banyak pada bahasa indonesia. Kalau yg lain ya ada jg tapi sedikit tdk spt bahasa indonsia*

Q : *berati menceritakan kembali itu merupakan strategi yg dipake*

R : *Iya*

In contrast to learning literacy in Indonesian language lessons, learning literacy in mathematics subjects still has to be explained first, because students have not been able to capture the contents of the story based questions in mathematics courses. After being explained by the teacher, students work on the assignment and get explanation again if there are students who have not understood it perfectly. While in learning Indonesian and social studies, the teacher gives brainstorming by asking topics to explore students' initial information to open schemata content later or Building Knowledge of Field (BKOF). After that, the teacher gives modeling by presenting text or Modeling of Text and proceed with grouping Peer tutors or Joint Construction of Text (JCOT) and end with the opportunity for students to read independently or Independent of Text (ICOT) like the results of the following interview:

Q : *kalau matematika?*

R : *kalau matematika butuh penjelasan bu, baru anak2 diberi tugas*

Q : *berati penejlasan dulu baru masalah, apa masalah dulu baru penjelasan?*

R : *penjelasan dulu baru maslah*

Q : *kalau ips?*

R : *ips baca juga, baca baru penyelesaian tugas. Kalau ips kn tidak ada menceritakankembali*

Q : *darimana panejenngan bisa memilah.dan memilih strategi yg sesuai pdsetiap mapel?*

R : *kalau memilahnya, sy fokus literasi hanya pada bahasa indonesia pak*

Q : *kalauips td kan ga pernah menceritakan kembali, apakah anak diminta meresume?*

R : *tidak pernah bu, karena perintahnya Cuma diminta menjawab pertanyaan dr teks itu sj*

Q : *kalau matematika?*

R : *kalau matematika butuh penjelasan bu, baru anak2 diberi tugas*

Q : *berati penejlasan dulu baru masalah, apa masalah dulu baru penjelasan?*

R : *penjelasan dulu baru maslah*

Q : *kalau ips?*

R : *ips baca juga, baca baru penyelesaian tugas. Kalau ips kn tidak ada menceritakankembali*

Q : *darimana panejenngan bisa memilah.dan memilih strategi yg sesuai pdsetiap mapel?*

R : *kalau memilahnya, sy fokus literasi hanya pada bahasa indonesia pak*

Q : *kalauips td kan ga pernah menceritakan kembali, apakah anak diminta meresume?*

R : *tidak pernah bu, karena perintahnya Cuma diminta menjawab pertanyaan dr teks itu sj*

Q : *ini semua teks ada ya pak? Tersedia?*

R : *ada, semuanya lengkap. Biar saya perlihatkan *mengambil buku terbitan pemerintah*

B. Need Analysis of Malaysian

Need analysis on the development of literacy learning model in Malaysia is presented based upon the theme and sub-themes. There are several themes which will be presented in the analysis of needs such as: first, the content of which contains objective reading program; secondly, the maintenance program that includes exile pupil, the conditioning routine and special assistance; third, covering students' effort of learning which should not be read; Fourth, the type of program that includes the user-friendly program; fifth, needs assessment that includes assessment; sixth, the strategy involves the need to read, peer counselors, teachers observers, the arrangement is conducive, reading materials, and support from parents.

1. Contents

The content is meant here is the content or the content of the reading material must be in accordance with the purpose of the reading program in Malaysia. Elementary school students in Malaysia should know the objectives of reading, after they know and achieve reading competency of reading materials that have been read. So to facilitate students achieve their reading competence should know the purpose of reading so that the goal can be achieved with good reading. One example of NILAM program, students do not know what is meant in the NILAM program so that the learning objectives in the program can be achieved as already expressed by the following respondents:

> *Wajib bagi setiap murid tahu objektif....perlu ada kemahiran membaca baru boleh capai objektif dan seterusnya dapat tanam minat membaca (11, 237-288)*
>
> *Ha itulah objektif dia mestilah murid kena paham kenapa mereka kena buat macam itu, (12, 136)*
>
> *Murid tahu program Nilam tapi masalahnya, murid ni dia tak paham objektif program Nilam ni untuk apa. (13, 167)*

2. Stress Management Program

Handling the program here is a student who can not read required a special time to give special handling and treatment so that students who are categorized as slow reading are grouped together and given a different strategy with other students. Heterogeneity students' skills in reading takes time to manage the duration of time reading. For students who are ready to read her will last reading to 30 minutes but for students who can not read fast he only lasted 5 minutes so that students can survive read 30 minutes and students who just last read 5 minutes can not be used as a group, they have separated so could the hand perfectly. The strategy is based on NILAM program for students who are slow reading is 3 M of reading, thinking,

> Mungkin pelajar yang tak boleh membaca ni. kita buat satu approach lain. (11, 98)
>
> Kita kan ada murid yang macam-macam keupayaan, sebab murid yang selalunya lemah ni dia memang akan bising, kalau program membaca sampai 30 minit, 5 minit pertama je diorang akan survive. Bila bising macam tu mulalah dia akan kacau kawan tu tak focus langsung main sama (12, 86)

> Bagi sayalah muridni ada macam-macam tahap keupayaan, so untuk murid yang lemah mungkin boleh laksanakan program atau aktiviti yang sesuai dengan mereka.
>
> Dalam program nilam, ada satu buku yang perlu murid catat, bahan bacaan mereka jadi masalah berlaku bila murid tak pandai menulis ni, jadi cikgu memang perlu beri bantuan yang khusus untuk mereka. (11, 221-222)
>
> Jadi murid yang bermasalah dalam 3M membaca, mengira dan menulis dia memerlukan bantuan khusus kalau nak pastikan mereka ni adasikap nak membaca. (11, 221-222)

Students who have not read the last 30 minutes, they were grouped together to get special help from teachers using specific strategies to fit their needs. In NILAM special assistance program for students who are categorized into 3 M slow reader, reading, thinking, and writing is the serious treatment that does not affect students who has adept at reading because reading is a habit that routine as the interview follows:

> *Okey membaca selalu menjadi rutin dan amalan dalam kehidupan manusia (11, 126-127)*

Schools that are less focused on reading it will be difficult to implement habituation read. So support for schools to be critical in fostering an attitude like reading, then there needs to be efforts of schools to pay more attention to habituation interviews read like the following:

> *Susah nak pupuk membaca kalau budak nak pandai membaca lagi. (11, 100-101)*
>
> *Kalau peringkat sekolah rendahyang susah nak terapkan tabiat membaca bila murid tak pandai baca, jadi memang agak sukar untuk kita pupuk sikap suka membaca (12, 112)*

3. Types of Programs

Reading program includes program type or user-friendly intimate as has been done by the already very good NILAM program to be implemented, but the lack of getting a response from the public due to lack of promotion or brochures that introduce the advantages of the program. Therefore we need social media to introduce further advantages such programs as the result of the following interview:

Sebenarnya progrmam Nilam itu dah oke sangat , bagus sangat, Cuma untuk kanak kanak tak boleh membaca ni dia memang bosanlah bila tengok kawan kawan lain khusyuk membaca, jadi rangka program tu perlu ada pengkhususan untuk yang tak boleh membaca ni macam mana nak attract diorang (11, 224)

Program Nilam ni memang sangat bagus, Cuma saya rasa mungkin boleh buat lebih menarik ataupun pelbagaikan iklan dekat TV so semua orang tahu. (12, 176-177)

Figure 4.2 Part of Literacy Program in Malaysia

Figure 4.2 shows an appropriate program of literacy which is implemented in Malaysia. However, this program is not well organized yet and proved to facilitate students' literacy learning.

4. Assessment purposes

The purposes of this assessment includes assessment of the reader, meaning that students who read the activities monitored or monitored in order to determine the extent of the development of reading so that at a later stage there needs to be feedback from the teacher. Feed back from the teacher can be a gift or reward that can motivate students who love to read them. This assessment should be no special strategies for students who are proficient reading and students who are not adept at reading as the result of the interview follows:

Penilaian tu kadang-kadang kesian saya tengok yang pandai membaca memang ia laju diorang boleh membaca and dapat award bila dah capai

tahap emas, gangsa, perak dan sebagainya, tapi yang murid murid tak boleh baca ni, memang tak dapat doirang. (11, 297)

Bentuk penilaian ini saya rasa perlu ada strategi lain terutama kepada kanank kanak yang tak boleh membaca sebab diorang memang tak boleh menulis, jadi macam mana diorang nak lengkapkan buku nilam mereka untuk dinilai. (12, 279-29)

5. Strategy

Reading strategies discussed in this theme include: the purpose of reading, peer counselors, teachers observers, the arrangement is conducive, reading materials, and support for foster parents. Student proficiency in reading need special strategies for the mastery of reading materials will connect students to the knowledge being sought. Therefore, peer tutoring is done to help a friend who has not had a reading proficiency. Tutor peer or Buddy reading is done to help couples who can not read so that students learn equally impressed. in this reading buddy activities of the teacher's role is to monitor all of the activity as monitored by the teachers themselves NILAM program to monitor student activity.

Activity of reading required a conducive atmosphere so that students feel comfortable. The conducive atmosphere could be in the form of a special room or cafeteria, classroom, or reading corner could be provided teacher at school and at home provided by the parents. Teachers and parents also must provide reading material with varied types of texts that students or children at home can choose different types of readings to her liking. Besides reading at home is very important for habituation to read because reading in schools is not enough. The role of parents is very important in giving and create a learning atmosphere son of his daughter and gave the facility of reading materials at home because students to spend more time at home than on such interviews as the following:

Krmahiran membaca dan penguasaan yang baik bidang bacaan dapat membantu mereka menanam sikap suka membaca ...(11, 140-141)

Murid perlu ada kemahiran membaca dulu unuk pupuk sikap suka membaca. (12, 78)Membaca ni jambatan ilmu, jadi memang perlu ada strategi yang baik untuk pupuk sikap suka membaca ni. (13, 90)

Pasangkan yang tak pandai membaca dengan murid yang pandai membaca agar murid boleh terkesan dan sama-sama belajar. (11, 67)

Saya rasa buat buddysystem, so everyone boleh bantu satu sama lain. (12, 87)

Kalu ikut budak ni dia lagi seronok dengan kawan, jadi saya rasa buat satu program rakan pembimbing, so rakan yang boleh membaca ini sama sama 8ºÈ¹ kawan yang tak boleh membaca, contoh waktu datang sekolah, mungkin mereka boleh duduk sama sama mentelaah. (13, 222-223)

Peranan guru sangat penting, selain mengajar dalam program guru mesti berkebolehan untuk memantau aktiviti membaca pelajar. (11, 111-112)

Aktivi membaca memang perlu dipantau jadi kat sekolah cikgu la kena pantau. (12, 156-157)

Bila pelajar buat aktiviti membaca, cikgu lah yang kena semak dan kena tengok catatan pelajar dalam buku nilam. (13, 190-191)

Perlu ada ruangan tertentu atau kita kata sudut khas untuk aktiviti membaca, contoh macam kat sekolah memang kita dah ata pusat sumber, tapi kurang juga murid pergi, so mungkin boleh adakan di kantin, pelbagaikan la kat mana boleh buat. (11, 220-221)

Membaca ni perlu ada satu suasana, pelajar pula aaa, dia banyak masa dalam kelas, jadi suasana membaca perlu diwujudkan dalam kelas. (12, 243-244)

Macam kita makan, kita ada ruangan makan, macam tu juga membaca perlulah ada satu suasanan yang kondusif juga unuk membaca yang itu bergantung kepada kreativiti guru atau ibu bapalah. (13, 167-168)

Bahan bacaan tu kan macam-macam jenis, so pelajar perlu didedakan dengan pelbagai sumber bahan bacaan. (11, 156-157)

Bila pelajar nak baca buku kita jangan hadkan jenis bahan bacaan. Cima cikgu lah kena pantau pelajar tentang jenis buku yang dibaca sebab kalau komik kartun macam tak sesuai terutama karon yang guna bahasa tak sesuai (12, 189-190)Dekat sekolah ada macam macam bahan bacaan,jadi dekat rumah kalau nak pupuk sikap membac ini perlu ada jugalah sumber bahan bacaan. (13, 122-123).

Ibu bapa juga perlu pantau lah juga kat rumah macam suruh anak at least baca buku satu hari sebuah. (11, 67)

Sebenarnya peranan ibu bapa sangat penting untuk menanm sikap membaca, sebab budak banyak masa dekat rumah, kalau kat sekolah masa diorang terhad, macam kita sekolah rendah kita ada 11 subjek. Jadi dia dah bosan nak baca buku dah kat sekolah. (12, 234-234)

Tabiat ni perlu dipupuk di rumah, bukan sahaja di sekolah, jadi mak ayah tu lah penting untuk pastikan anak membaca. (13, 125-126)

From those data then it can be grouped in to a table that compare both of the countries about reading-literacy learning in elementary school. Table 3 below show the comparison both f the country:

Table 4.2. The Comparison of Need Analysis from Indonesia and Malaysia

No	Aspects	Score		
		Indonesia		Malaysia (LG & HG)
		LG	HG	
1.	***RLL Procedure***			
	Analyze the text content	2	2	2
	Provide an overview of analytical inference to the text	1	2	2
	Responding to the text critically by using rational thinking supported by complete authentic evidence both in the text and from outside the text;	3	2	1
	Produce creative understanding by using a variety of media that is multimodal	2	3	2
	Produce creative understanding by using a variety of media that is multimedia	3	2	3
	Produce creative understanding by using a variety of media that is multicultural	1	1	1
2	***Pre-reading Activity***			
	Must activate students' schemata	3	2	2
	Identifying the text	2	2	2
	Determine the purpose of reading	3	3	2
	Compiling questions that are bound by the text	2	3	2
	Preparing the text for reading activities	1	2	2
	Choosing the text model to be used in learning	3	2	2
	Generating initial knowledge	3	3	2
	Predict the text content	2	3	3
	Establishing after reading strategies	1	2	2
	Guessing text content	1	1	1
	Brainstorming	1	1	2
	Developing concept maps	2	1	1
3	***Whilst-Reading Activity***			
	providing the text	2	2	4

	encourage meaningful conversation activities	3	3	3
	monitor students in their activities	4	3	3
	encourage students to read again	3	4	2
	observe student rereading activities	3	4	3
	collaboration and cooperative attitudes to share understanding and information with other students	1	2	2
	- reading text, analyzing and quoting text for a specific purpose - actively engage in conversations and notes on a focus that is aligned with the learning objectives - repeat reading with the aim of expanding and deepening understanding of the text - rereading - continue collaborative activities until a deep understanding of the features and intentions of the text	2	3	3
4	***Post-reading Activity***			
	Rewrite the text	1	1	1
	Compare the text with other texts	1	1	2
	Do dramatization	2	1	1
	Describing the main idea	2	2	2
	Making teaching aids	3	3	2
	Doing research to enrich the topic	1	1	1
	Conduct interviews with related informants	1	1	1
	Make diorama stories	1	1	1
5	***Reading Strategy***			
	Multi-literate reading method this method is suitable for the history, social science and the citizenship education theme.	2	3	2
	Reading Inquiry Learning	3	2	2
	Mathematical Problem Exploration	1	1	3
	SQ3R method for Social Sciences (survey (observe), question (ask), read, and review.	3	2	2
	PQRST Method for Science Text (preview, question, read, summary, and test)	2	2	2
	Total	77	79	76
	Score	0.41	0.41	0.40

It can be seen from the table that Indonesia and Malaysia reach approximately similar score for learning literacy. Indonesia shows 0.41 for both lower and higher grade. Meanwhile, Malaysia stands for 0.40. According to Arikunto (2017), those scores indicate that both of the country still weak for Malaysia and moderate for Indonesia. However, there is no significant discrepancy among both of them which is only 0.01 of the difference. Therefore for those aspect, Indonesia and Malaysia can be said that they have similar ability in learning literacy. It also supported by the result of PISA (OECD, 2015), that both Malaysia and Indonesia has slightly different for their achievement at PISA. According to table 3, then researchers analyze that there are 8 constructs must be develop as model of learning literacy. Those construct are: 1). learning objectives; 2). instructional material; 3). learning experience; 4). learning strategy; 5). learning literacy procedure; 6). time allocation; 7). monitoring, and 8). learning resources. Because there is different result from the need analysis for Indonesia, then those 8 items as the main things for the model divided into 2 types, for lower grade and for higher grade. In other side, Malaysia has the same concern for both lower and higher grade, then the model for both countries then follow the Indonesia, which is consist of 2 models of learning reading-literacy.

CHAPTER V
DESIGNING AND DEVELOPING READING LITERACY LEARNING MODEL

There are 3 prototypes which can be developed. And also there are 3 cycles as the development process in forming the final model of learning literacy. The process of developing which consist of 3 cycles can be seen as figure 5.1 below:

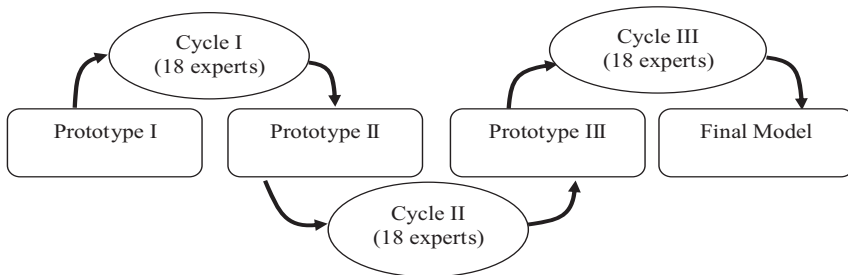



Figure 5.1. The flow of Designing and Developing phase

It can be seen from the flow chart (figure 2) above that in designing and developing phase there are 4 product and 3 process/cycle. Prototype I as the result of need analysis, Prototype II as the effect of cycle I when Prototype I has been given to 18 experts, Prototype III (at Cycle III) as the effect of cycle II when Prototype II has been given to 18 experts, then the result of cycle III has been revised to get the final Prototype or final-developed model.

A. Design of Lower Grade Model of Learning Reading-Literacy

Prototype I

Prototype I is the initial prototype developed. This prototype consist of 8 constructs that gotten from need analysis phase. Those

constructs s are: 1). learning objectives; 2). instructional material; 3). learning experience; 4). learning strategy; 5). learning literacy procedure; 6). time allocation; 7). monitoring, and 8). learning resources. The constructs then play as the initial model of learning reading-literacy. Every constructs then developed into several items to guide the learning activities practically. construct 1 then develop into 6 items, construct 2 develop into 5 items, construct 3 then divided into 3 items, 8 item was developed as the result of construct 4; 2, 3, and 1 were the items which was developed from construct 5, 6, and 7 respectively, and the last construct then develop into 4 items. The model as the result of prototype I designed as follows:

a. Reading Literacy Learning Objectives

1. Encourage curiosity of students in reading Generate students' eagerness
2. Build awareness of students to love reading
3. Familiarize students read at home
4. Develop the practice of reading literacy in schools
5. Making the school as fun-learning park and a friendly place so that students are able to manage knowledge.
6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies.

b. Instructional Material in Reading Literacy Learning

1. Thematic lessons compulsory in schools
2. Additional thematic subjects according to the school environment
3. Integrated thematic subjects according to age and level of student
4. Supporting books that match to students' interests
5. Fairy tale or story

c. Learning Experiences in Learning Literacy Reading

1. The habit of reading outside the classroom at the time of studying at school
2. The habit of reading at home
3. At the time of first rokaat of Duha, the pray toughened

d. Methods and Learning Strategies

1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
2. Bottom-up reading strategy (Reading strategies that begin with the letter, phrases, sentences, paragraphs, and so on)
3. Interactive reading strategy (The combination of top-down reading strategy and bottom-up reading strategy)
4. SQ3R methods (survey, question, read, and review) for social sciences
5. PQRST Method (preview, question, read, summary, and test) for physics text Science
6. Careful reading method multi-literacy
7. Methods of inquiry learning to read
8. Exploration methods of mathematical problems

e. Learning Literacy Procedure

1. Analyze the text content, implicitly and explicitly
2. Giving analytical-inferensial blueprint of the text

f. Time Allocation

1. Extra time allocation of 15 minutes to 45 minutes
2. Read in the library at rest based on the schedule that has been created
3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate

g. Monitoring

1. There are books liaison between teachers and parents to check the tasks assigned by the teacher

h. Learning Resources

1. Iqra 'Authorship KH. As'ad Humam for those who cannot yet read the Qur'an
2. Al-Qur'an
3. Narrative essay Sharfiyah Kyai Taufiqul Judge for grade 2
4. Al-Nur Miftahu li Abd al-Uluum bouquet. Muhith to Grade 3

The 1st prototype then was given to 18 experts of elementary education expert to be validated and asked additional items which will be used as the basic of prototype II. This process is called as 1st cycle (cycle I).

Cycle I

The Prototype I then become the need in Cycle I. This cycle was done for 4 days by giving the prototypes to the 18 experts. 18 experts then evaluated the initial construct and items to get the valid one; and additionally, they gave some additional items to anticipate and complete another chance of the constructs as the model. After 4 days, ones rechieved the revised model from the 18 expert then analyzed it to get the revised model. All of the comment, additional constructs which given by the experts then evaluated, ad most of the advice is written as new items to complete the previous items as long as there is no same items from different expert. The revised item and items after all became the new model which is called as prototype II.

Prototype II

Prototype II is the result of cycle I. This prototype is totally different from the initial prototype (prototype I) because there were a lot of additional items which was added by the experts. From detailed additional items can be seen from table 5.1 below.

Table 5.1. The change of Prototype II toward Prototype I by Cycle I

Construct	Number of items for each Prot		Add-items	Change (%)
	Prot I	Prot II		
Reading Literacy Learning Objectives	6	19	13	0.68
Instructional Material in Reading Literacy Learning	5	16	11	0.69
Learning Experiences in Learning Literacy Reading	3	14	9	0.64
Methods and Learning Strategies	8	20	12	0.60
Learning literacy procedure	2	16	14	0.83
Time Allocation	3	10	7	0.70
Monitoring	1	9	8	0.89
Learning Resources	4	9	5	0.56

Meanwhile, the Prototype II, after got some revision from the expert, can be seen as follows:

a. Reading Literacy Learning Objectives:

1. Encourage curiosity of students in reading
2. Build awareness of students to love reading
3. Familiarize students read at home
4. Develop the practice of reading literacy in schools
5. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge.
6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies
7. Trains students to memorize
8. Help improve students' knowledge and ability to provide critical appraisals of writings
9. Improving the quality of students' use of time so that more useful
10. Create a classroom environment that promotes a culture of reading literacy
11. Train students in reading comprehension

12. Increase the vocabularies
13. Optimizing the performance of students' brains
14. Improving the ability of reading comprehension and critical thinking
15. Improving the ability to analyze and verbal skills in reading information review
16. Provide a pleasant reading experience
17. Trains students to appreciate and care for books
18. Developing character familiarization of learners through literacy
19. Stimulate the basic ability of students in the process of reading comprehensive

b. Subjects in Reading Literacy Learning

1. Thematic lessons compulsory in schools
2. Additional thematic subjects according to the school environment
3. Integrated thematic subjects according to age and level of student
4. Supporting books that match their interests and the interests of students
5. Fairy tale or story
6. The literature with regard to the value of local wisdom
7. A collection of poems and rhymes
8. Big book that match the theme
9. General encyclopedias, social, science and Islam
10. Books have small works (KKPK)
11. Books Islamic exemplary stories
12. Teaching materials designed for student learning (handout book)
13. LKS / Modules

14. Motivation wall in the classroom
15. Child magazine, comics and picture books
16. Game contains lessons and supporting age-appropriate thematic

c. Learning Experiences in Learning Reading-Literacy Reading

1. The habit of reading outside of the classroom at the time when at school
2. The habit of reading at home
3. At the time of first rokaat Duha prayer, read toughened
4. The habit of reading in the classroom before school starts
5. High-level thinking
6. The habit of telling children at home and at school
7. The “weekly contest for literation”
8. Inviting students study Regional Library bookmobile or present party
9. The habit of going to school library
10. Quiz read the morning
11. An hour must-read (once a week)
12. Analyzing the content of a story or reading
13. Recounting the readings
14. Competition held fast and precise reading (read race weekend)

d. Methods and Learning Strategies

1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
2. Bottom-up reading strategy (Strategy reads that begin with the letter, phrases, sentences, paragraphs, and so on)
3. Interactive reading strategy (combination of top-down reading strategy and bottom-up reading strategy)

4. SQ3R methods (survey, question, read, and review) for social sciences
5. PQRST Method (preview, question, read, summary, and test) for physics text Science
6. Careful reading method multiliterasi
7. Methods of inquiry learning to read
8. Exploration methods of mathematical problems
9. Forum to read for people in schools (forming school literacy team)
10. Method of reading together (cooperative)
11. Method of playing a role (role playing) of read and played a character that is read
12. Methods skimming (scanning) and fast reading (skimming)
13. Explorative methods - interactive social and humanities
14. Eksplanitif method - interactive for Saintek
15. PAIKEM methods (active learning effective and fun creative interactive)
16. Methods read a loud (read aloud)
17. Reading while singing
18. Reading, writing
19. MOT (modeling of text)
20. Reading Strategies - FAQ (Request Reading Question)

e. Reading Literacy Learning Procedures

1. Analyzing the content of the text, either implicit or explicit
2. Give analytical inference picture of the text being read
3. Respond to different types of questions
4. Summarizing the contents of the text and give readings conclusion
5. Using early literacy (Clay, 2001)

6. Using basic literacy
7. Using the library literacy
8. Using technology literacy
9. Using visual literacy
10. Retelling the content of reading to friends in class
11. Explore in depth knowledge related to the content of the text
12. Broadly explore experiences related content existing text
13. Stimulate and encourage clicking systems of knowledge and experiences related to the text read
14. Stimulate and encourage clicking systems of knowledge and experiences related to the text that reads x
15. Provides an explanation of the message contained in the text or reading
16. Analyzing the main idea in each paragraph of text

f. Time Allocation

1. Extra time allocation of 15 minutes to 45 minutes
2. Read in the library at rest based on the schedule that has been created
3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
4. Reading in the school environment
5. Read in public, reading garden, a library area
6. Read ahead home 10 minutes
7. Providing recitation task read at home
8. Extra time allocation professionally based on the level of saturation analysis of student
9. Reading on an empty hour

10. Hold a quiz competition through reading literacy (reading understanding test).

g. Monitoring

1. There are books liaison between teachers and parents to check the tasks assigned by the teacher
2. There is a journal read
3. There is a self-evaluation guide students with regard to literacy checklisted by the students concerned
4. There is a coordination meeting between teachers and parents every quarter
5. Through peer assessment checklist
6. There are books on the development of literacy skills of students from time to time
7. There is a semi-open online application between stakeholders madrasah
8. There is a regular online monitoring system that not only do teachers / parents / principals / supervisors but also by the students themselves with the relevant application with the ability
9. books achievement

h. Learning Resources

1. Al-Qur'an
2. A collection of poems and rhymes, books fairy tales, folklore, children's magazines and a collection of Islamic stories Islami
3. School Library and The Library area
4. Translation Akhlaqul book lil Banin
5. Al-Qur'an and its translation
6. Juz Amma
7. Daily prayer and worship practical guidance

8. Other Indonesian literature
9. Other Malaysian literature

Cycle II

The Prototype II then become the need in Cycle II. This cycle was done for 4 days as well by giving the prototypes to the 18 experts. 18 experts then evaluated the items to at prototype II to get the valid one. After 4 days, researchers received the revised model from the 18 expert then analyzed it to get the revised model. Fortunately, in this cycle there was several reduction item from items at previously prototype. Moreover, there were several comments from the expert about the items which was added by the expert in previous cycle. Therefore, there is slightly reduction, and there were revision at the existing items which is must be detailed and specified. Then, in this process produced prototype III. the comment can be seen as the table 5.2 below:

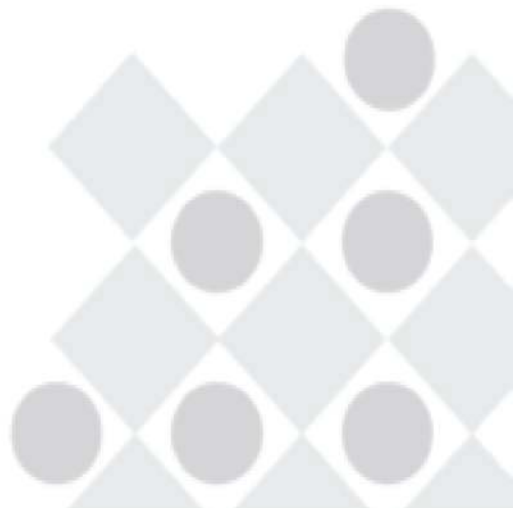



Table 5.2. Revision, Comment and Additional Explanation of the Experts

Expert code	Code of construct items	Comment
008 (Lecturer)	A2	The low class level of literacy awareness is still within the scope of naïve awareness
	A3	Need full assistance from parents
	A6	To get to this step, it takes a longer process and time for lower grade children
	B1	Repetition of teaching material as obtained in regular learning in class
	B2	Repetition of teaching material as obtained in regular learning in class
	C1	For low class, this process needs to be accompanied by the teacher and directed
	D1	It is often necessary to try to implement it in the lower class so that knowledge can be better organized and systematized from beginning to end
	D2	It is often necessary to try to implement it in the lower class so that knowledge can be better organized and systematized from beginning to end
	D3	The combination of these two strategies is too heavy for low grade students
	D8	Boost students' desire in remembering certain concepts
	D9*	It is urgent to carry out the school culture to support massive literacy culture
	D10*	It needs to be implemented so that students learn to cooperate
	D11*	This suits the low class learning style: learning by playing / doing
	D12*	Train ren speed
	D13*	So that the understanding gained from reading can be explored and associated
	D14*	Train students' verbal-linguistic skiil

	D15*	Needs to be done so that learning is more fun
	D16*	Need to be done to get the harmonious learning style
	D17*	Creating a pleasant learning stituation
	D18*	Productive based learning
	D19*	Productive based learning
	D20*	Productive based learning
	E2	Low class needs to be done to train HOTS thinking
	E3*	Low class needs to be done to train HOTS thinking
	E4*	Low class needs to be done to train HOTS thinking
	E8*	Need to be done as an introduction to the class Low
	E9*	It needs to be done as an introduction to the low class
	E10*	It needs to be done as an introduction to the low class
	E11*	It needs to be done as an introduction to the low class
	E12*	It needs to be done as an introduction to the low class
	E13*	It needs to be done as an introduction to the low class
	E14*	It needs to be done as an introduction to the low class
	E15*	It needs to be done as an introduction to the low class
	E16*	It needs to be done as an introduction to the low class
	F2	During breaks time, low grade students can be refreshing while playing
	F3	Need extra assistance from teacher and parent
	F4*	Need extra assistance from teacher and parent
	F5*	Need a massive literacy movement
	F9*	Need extra assistance from teacher and parent

	G3*	Need extra assistance from teacher and minimize the drawbacks and inefficient activities
	G5*	Need extra assistance from teacher to detect an objectives students
	H2	Need a translation as well
	H5*	Need to do
	H8*	Aqidah Islam source
	H9*	Aqidah Islam source
	H10*	Shaping character as a human creature whom compulsory to ask to pray
011 (Teachers)	B2	An additional thematic basis is conditional by looking at the school environment, because it is conditional it is flexible
	B3	The perspective of children's psychology necessitates compatibility between subject and age
	C1	Reading is not just reading a textbook, while playing by reading on the wall of a school / tree branch writing it is also reading that needs to be familiarized
	C2	Reading is not just reading a textbook, while playing by reading on the wall of a school / tree branch writing it is also reading that needs to be familiarized
	C3	Why only frst rakaat?
	C5*	What does it mean?
	C6*	Train imagination
	C7*	How the mechanism?
	C8*	Refresh by new situation and condition to read
	C11*	Obligations need to be packaged with a pleasant atmosphere
	C12*	Is that possible for lower grade?
	C13*	Train imagination
	D2	This is good, it's just that it doesn't explore the imagination of low-grade students
	D6	Accuracy needs to be familiarized with as early as possible

	D7	Inquiry is to hone accuracy early on
	D8	This is important for students' left brain stimulation
	E5*	What does it mean?
	F1	In psychology children need to be refreshed, overloading time naturally reduces refresh
	F2	Reading does not have to be a textbook in the library, especially when resting refreshes the brain needs fun and enjoyable situations
	F3	Low classes are children who need playing time to explore their potential
	G1	Good, just less effective and efficient
012	A1	It should be at the stage of maintaining and improving
	A3	Getting used to reading at home is part of the development
	A7*	Understand and interpret the same story with your own discussion
	B2	It is important to harmonize with the school environment
	C11*	Getting used for 15 minutes every day
	C13*	With their own language
014	A6	Because it will be more interesting
	B1	Because every day there is literacy
	B3	Because it will get used early on
017 (Principals)	A1	Low class children prefer learning while playing
	A2	Low class children prefer learning while playing
	A3	Low class children prefer learning while playing
	A4	Low class children prefer learning while playing
	A5	Low class children prefer learning while playing
	A6	It's quite saturating for a low class
	A7*	Golden age, short term memory is still strong
	A16*	The low class has not been able to level enough to analyze and review the readings
	A20*	Not yet to the comprehensive stage
	B1	There is no distinction between lessons in class
	B2	There is no distinction between lessons in class

	B3	There is no distinction between lessons in class
	B8*	So boring because big books are too many to read
	B9*	So boring because big books are too many to read
	C1	Need intensive treatment
	C2	Need intensive assistance and control from parent
	C5*	HOTS is not for low class yet
	C8*	In accordance with the schedule and financing
	C13*	Vocabulary crisis for low class
	D1	Needs care
	D3	Difficult to apply to low class
	D5	Too difficult for low class
	D6	Too difficult for low class
	D7	Too difficult for low class
	D8	Too difficult for low class
	D13*	Too difficult for low class
	D14*	Too difficult for low class
	E1	Need intensive assistance and control from parent
	E2	Need intensive assistance and control from parent
	E4*	Need intensive assistance and control from parent
	E10*	Need more treatment for low class
	E12*	Need more treatment for low class
	E13*	Need more treatment for low class
	E15*	Need to be directed
	E16*	Need to be directed
	F1	Worried to reduce class hours
	F2	Need teacher assistance for lower grade students
	F3	Need teacher assistance for lower grade students
	F4*	Need teacher assistance for lower grade students
	G6*	Too time consuming
	G7*	Difficult for students who stay in rural place
	G8*	Need IT expert as mediator
	H5*	Appropriate for low graders
	H8*	Need teacher assistance
	H9*	Need teacher assistance
	H10*	Need teacher assistance
018 (School	A1	Low class still need extra motivation
	A2	Low class still need extra motivation

supervisor)	A3	Need support from parents
	A5	Procurement of literacy reading books is often not evenly distributed inrural schools
	A6	Procurement of literacy reading books is often not evenly distributed inrural schools
	A8*	Critical assessment for low class is still low level
	A15*	Still low level of critical thinking
	B1	Repetition of material in regular learning
	B3	Repetition of material because it's already discussed in previously class
	B8*	The possibility of low grade students feel it takes a long time to complete
	B9*	Too hard for lower grade of students
	C5*	Need intense treatment
	C9*	Need to schedule by the school
	C12*	Need intense assistance from teacher
	C13*	Need intense assistance from teacher
	D3	Need extra assistance from teacher because this is still low class
	D4	Need extra assistance from teacher because this is still low class
	D5	Need extra assistance from teacher because this is still low class
	D6	Need extra assistance from teacher because this is still low class
	D7	Need extra assistance from teacher because this is still low class
	D8	Low graders is still difficult in exploring
	D11*	Need intense assistance from teachers
	D14*	Low graders is still difficult in exploring
	E1	Need intense assistance from teachers
	E2	Need intense assistance from teachers
	E4*	Low graders is still difficult in exploring
	E8*	Need intense assistance from teachers
	E12*	Low graders is still difficult in exploring
	F1	Time consuming of learning time activities
	H7*	train good attitude

It can be seen from the table that beside the construct and items which has been determined and evaluated before, there should be several operational guidance what should be done by teacher related to those model. From the table, teachers play very important role and become the prior decision in leading the success of learning reading-literacy. Most of the suggestion said that, teacher have to be cares and assist intensely students when they are doing reading activities.

Beside the comment of the 18 experts, developers also calculate the mean and mode of every constructs and items in cycle II. These mean and mode then become the prior consideration for generate prototype III. The mode and mean can be seen from the table 5.3 below:

Table 5.3 The Mode and Mean of Cycle II at Construct A

Construct/item code	Central tendency	
	Mean	Modes
A1	4,67	5
A2	4,72	5
A3	4,33	5
A4	4,72	5
A5	4,67	5
A6	4,22	5
A7	4	4
A8	4,33	5
A9	4,72	5
A10	4,83	5
A11	4,83	5
A12	4,83	5
A13	4,61	5
A14	4,67	5
A15	4,61	5
A16	4,78	5
A17	4,61	5
A18	4,39	5
A19	4,78	5

It can be seen from the table 5.3 above that the mean of construct A are ranged from 4.00 to 4.83 with the dominant modes is 5. It shows that the items in this construct can be used with minor revision. The minor revision means there should be additional explanation about the items.

Table 5.4 The Mode and Mean of Cycle II at Construct B

Construct/item code	Central tendency	
	Mean	Modes
B1	4,44	5
B2	4,11	5
B3	4,44	5
B4	4,78	5
B5	4,67	5
B6	4,72	5
B7	4,56	5
B8	4,45	5
B9	4,39	4
B10	4,43	5
B11	4,72	5
B12	4,45	4
B13	4,17	4
B14	4,78	5
B15	4,61	5
B16	4,78	5

Table 5.4 above shows that the mean of construct B is ranged from 4.11 to 4.78 with tendency of 5 for the modes. It means that all the experts are believe that the item in this construct can be used well, even though there are minor revision such as construct C.

Table 5.5 The Mode and Mean of Cycle II at Construct C

Construct/item code	Central tendency	
	Mean	Modes
C1	4,39	4
C2	4,28	4
C3	3,89	4
C4	4,78	5
C5	3,94	4
C6	4,5	5
C7	4,44	5
C8	4,56	5
C9	4,61	5
C10	4,72	5
C11	4,5	5
C12	4,39	4
C13	4,72	5
C14	4,56	5

Construct C in this case is bit different with previously construct. There is an item is lower than 4 (only one), but this still acceptable. This means that this item need to be evaluated with deeper explanation. However, in another items are almost the same with previously construct. It shows that it is still higher than 4, which means can be used with minor revision. It also supported with the mode which reach at 5 approximately.

Table 5.6 The Mode and Mean of Cycle II at Construct D

Construct/item code	Central tendency	
	Mean	Modes
D1	4,39	4
D2	4,28	4
D3	4,67	5
D4	4,22	4
D5	3,83	4
D6	3,78	4
D7	4	4
D8	3,89	4
D9	4,61	5
D10	4,5	4
D11	4,67	5
D12	4,44	5
D13	4,28	4
D14	4,5	5
D15	4,72	5
D16	4,5	4
D17	4,44	5
D18	4,39	5
D19	4,56	5
D20	4,56	5

It can be seen from table 5.6 above there are 3 items in this construct which get under 4 for the means. It is still tolerable because it is supported by the mode which reach almost around 4 and 5. It shows that it’s needed to revise the additional explanation and add several additional instruction in this construct.

Table 5.7 The Mode and Mean of Cycle II at Construct E

Construct/item code	Central tendency	
	Mean	Modes
E1	4,28	5
E2	4,22	4
E3	4,39	4
E4	4,28	4
E5	4,22	4
E6	4,33	5
E7	4,22	5
E8	4,28	5
E9	4,67	5
E10	4,56	5
E11	4,17	5
E12	4,33	4
E13	4,33	5
E14	4,56	5
E15	4,61	5
E16	4,28	4

Based on table 5.7 above, this construct is almost the same with construct A and B where all of the items reach the mean over 4,00. However, the different come to variative mode which ranged between 4 to 5. It shows that this items in this construct can be used with minor revision.

Table 5.8 The Mode and Mean of Cycle II at Construct F

Construct/item code	Central tendency	
	Mean	Modes
F1	3,72	4
F2	4,5	5
F3	4,5	5
F4	4,44	4
F5	4,22	4
F6	4,61	5
F7	4,5	4
F8	4,33	5
F9	4,61	5
F10	4,67	5

Table 5.8 shows that there is one item which under 4.00 at it's mean. However, it does not really matter because the mode is still 4. It means that most of the expert still believe that this item can be used with some revision. Meanwhile, another items got higher than 4,00 with mode are ranged at 4 and 5. It shows that the items are really good to implement.

Table 5.9 The Mode and Mean of Cycle II at Construct G

Construct/item code	Central tendency	
	Mean	Modes
G1	4,56	5
G2	4,72	5
G3	4,67	5
G4	4,67	5
G5	4,33	5
G6	4,33	5
G7	4,11	5
G8	4,39	5
G9	3,67	5

It can be seen from the table 5.9 above that the mean of construct G are ranged from 4.11 to 4.67 with the dominant modes is 5. However, there is an item which got under 4,00. It shows that the items in this construct can be used with minor revision. The minor revision means there should be additional explanation about the items.

Table 5.10 The Mode and Mean of Cycle II at Construct H

Construct/item code	Central tendency	
	Mean	Modes
H1	4,11	4
H2	4,28	5
H3	3,89	4
H4	3,83	4
H5	4,72	5
H6	4,33	5
H7	4,22	5
H8	4,83	5
H9	4,78	5

It can be seen from the table 5.10 above that the mean of construct G are ranged from 4.11 to 4.89 with the dominant modes is 4 and 5. However, there is two items which got under 4,00. It shows that the items in this construct can be used with minor revision. The minor revision means there should be additional explanation about the items.

From all tables above, it can be concluded that the item can be used as long as there are several revision, both from it content and its additional explanation.

Prototype III

Prototype III was the result of cycle II, where it should be several addition from the expert. However, fortunately, there was no addition in previous cycle, but there were several slight reduction. Therefore, the model, consist of construct and items, was slightly different from prototype II, with several more operational-explanation for several items. The revised prototype III can be seen as follows:

a. Reading Literacy Learning Objectives:

1. Encourage curiosity of students in reading
2. Build awareness of students to love reading
3. Familiarize students read at home
4. Develop the practice of reading literacy in schools
5. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge.
6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies
7. Trains students to memorize
8. Help improve students' knowledge and ability to provide critical appraisals of writings
9. Improving the quality of students' use of time so that more useful
10. Create a classroom environment that promotes a culture of reading literacy

11. Train students in reading comprehension
12. Increase the vocabularies
13. Optimizing the performance of students' brains
14. Improving the ability of reading comprehension and critical thinking
15. Improving the ability to analyze and verbal skills in reading information review
16. Provide a pleasant reading experience
17. Trains students to appreciate and care for books
18. Developing character familiarization of learners through literacy
19. Stimulate the basic ability of students in the process of reading comprehensive

b. Subjects in Reading Literacy Learning

1. Thematic lessons compulsory in schools
2. Additional thematic subjects according to the school environment
3. Integrated thematic subjects according to age and level of student
4. Supporting books that match their interests and the interests of students
5. Fairy tale or story
6. The literature with regard to the value of local wisdom
7. A collection of poems and rhymes
8. Big book that match the theme
9. General encyclopedias, social, science and Islam
10. Books have small works (KKPK)
11. Books Islamic exemplary stories
12. Teaching materials designed for student learning (handout book)
13. LKS / Modules

14. Motivation wall in the classroom

15. Child magazine, comics and picture books

16. Game contains lessons and supporting age-appropriate thematic.

c. Learning Experiences in Learning Reading-Literacy Reading

1. The habit of reading outside of the classroom at the time when at school

2. The habit of reading at home

3. At the time of first rokaat Duha prayer, read toughened

4. The habit of reading in the classroom before school starts

5. High-level thinking

6. The habit of telling children at home and at school

7. The “weekly contest for literation”

8. Inviting students study Regional Library bookmobile or present party

9. The habit of going to school library

10. Quiz read the morning

11. An hour must-read (once a week)

12. Analyzing the content of a story or reading

13. Recounting the readings

14. Competition held fast and precise reading (read race weekend)

d. Methods and Learning Strategies

1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)

2. Bottom-up reading strategy (Strategy reads that begin with the letter, phrases, sentences, paragraphs, and so on)

3. Interactive reading strategy (combination of top-down reading strategy and bottom-up reading strategy)

4. SQ3R methods (survey, question, read, and review) for social sciences
5. PQRST Method (preview, question, read, summary, and test) for physics text Science
6. Careful reading method multiliteracy
7. Methods of inquiry learning to read
8. Exploration methods of mathematical problems
9. Forum to read for people in schools (forming school literacy team)
10. Method of reading together (cooperative)
11. Method of playing a role (role playing) of read and played a character that is read
12. Methods skimming (scanning) and fast reading (skimming)
13. Explorative methods - interactive social and humanities
14. Eksplanitif method - interactive for Saintek
15. PAIKEM methods (active learning effective and fun creative interactive)
16. Methods read a loud (read aloud)
17. Reading while singing
18. Reading, writing
19. MOT (modeling of text)
20. Reading Strategies - FAQ (Request Reading Question)

e. Reading Literacy Learning Procedures

1. analyzing the content of the text, either implicit or explicit
2. give analytical inference picture of the text being read
3. Respond to different types of questions
4. Summarizing the contents of the text and give readings conclusion
5. Using early literacy (Clay, 2001)

6. Using basic literacy
7. Using the library literacy
8. Using technology literacy
9. Using visual literacy
10. Retelling the content of reading to friends in class
11. Explore in depth knowledge related to the content of the text
12. Broadly explore experiences related content existing text
13. Stimulate and encourage clicking systems of knowledge and experiences related to the text read
14. Stimulate and encourage clicking systems of knowledge and experiences related to the text that reads x
15. Provides an explanation of the message contained in the text or reading
16. Analyzing the main idea in each paragraph of text.

f. Time Allocation

1. Extra time allocation of 15 minutes to 45 minutes
2. Read in the library at rest based on the schedule that has been created
3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
4. Reading in the school environment
5. Read in public, reading garden, a library area
6. Read ahead home 10 minutes
7. Providing recitation task read at home
8. Extra time allocation professionally based on the level of saturation analysis of student
9. Reading on an empty hour

10. Hold a quiz competition through reading literacy (reading understanding test)

g. Monitoring

1. There are books liaison between teachers and parents to check the tasks assigned by the teacher
2. There is a journal read
3. There is a self-evaluation guide students with regard to literacy checklisted by the students concerned
4. There is a coordination meeting between teachers and parents every quarter
5. Through peer assessment checklist
6. There are books on the development of literacy skills of students from time to time
7. There is a semi-open online application between stakeholders madrasah.
8. There is a regular online monitoring system that not only do teachers / parents / principals / supervisors but also by the students themselves with the relevant application with the ability
9. books achievement.

h. Learning Resources

1. Al-Qur'an
2. A collection of poems and rhymes, books fairy tales, folklore, children's magazines and a collection of Islamic stories Islami
3. School Library and The Library area
4. Translation Akhlaqul book lil Banin
5. Al-Qur'an and its translation
6. Juz Amma
7. Daily prayer and worship practical guidance

8. Other Indonesian literature
9. Other Malaysian literature

Cycle III

The Prototype III then become the need in Cycle III. This cycle was done for 4 days as well by giving the prototypes to the 18 experts. 18 experts then evaluated the items to at prototype III to get the valid one. After 4 days, developers rechieved the revised model from the 18 expert then analyzed it to get the revised model. Fortunately, in this cycle there was no additional item from the construct and items at previously construct as well. However, there were several comments from the expert about the items which was added by the expert in previous cycle. Therefore, there is no additional items in this cycle, but there were revision at the existing items which is must be detailed and specified.

In this process, developer did the same things as previous process, which is calculate the mode and mean. Then, by using the formula at fuzzy Delphi analysis, then got certain rank of the item of the construct. Those can be seen in table 5.11 – 5.19 below:

Table 5.11. The Fuzzy Analysis Result of Construct A

ITEM	SCORE		RANK
	FUZZY EVALUATION	AVERAGE OF FUZZY NUMBER	
A1	13,600	0,756	**11**
A2	14,000	0,778	**4**
A3	13,800	0,767	**9**
A4	14,200	0,789	**2**
A5	13,800	0,767	**8**
A6	13,200	0,733	**14**
A7	11,200	0,622	**16**
A8	12,600	0,700	**15**
A9	14,000	0,778	**4**
A10	14,200	0,789	**1**
A11	14,000	0,778	**4**
A12	14,200	0,789	**2**
A13	13,600	0,756	**11**

A14	14,000	0,778	**4**
A15	13,600	0,756	**11**
A16	13,800	0,767	**9**
A17	13,600	0,756	**11**
A18	14,000	0,778	**4**
A19	13,800	0,767	**9**

Table 5.11 above shows that all the items then analyzed using Fuzzy Delphy. It can be seen that the order of preliminary design then change. There were significance discrepancy of the order. There are some items which placed at the same order. It does not really matter, because in this model then it is placed it consider about the previously order. However, there item A7 which get 11.2 for fuzzy evaluation and 0.622 for the average. It affected the position of the item. It shows that this item must be deleted from the model.

Table 5.12. The Fuzzy Analysis Result of Construct B

ITEM	**NILAI SKOR**		**RANK**
	FUZZY EVALUATION	***AVERAGE OF FUZZY NUMBER***	
B1	12,600	0,700	**13**
B2	11,933	0,663	**16**
B3	12,800	0,711	**11**
B4	14,000	0,778	**2**
B5	13,800	0,767	**3**
B6	14,200	0,789	**1**
B7	13,400	0,744	**8**
B8	13,200	0,733	**9**
B9	12,200	0,678	**14**
B10	13,000	0,722	**10**
B11	13,800	0,767	**6**
B12	12,600	0,700	**12**
B13	12,200	0,678	**14**
B14	13,800	0,767	**3**
B15	13,800	0,767	**3**
B16	13,600	0,756	**7**

Table 5.12 above shows that all the items then analyzed using Fuzzy Delphy. It can be seen that the order of preliminary design then change. Some are doubled and some are tripled. The good thing is that, there is no item which is deleted at this construct.

Table 5.13 The Fuzzy Analysis Result of Construct C

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
C1	12,400	0,689	**9**
C2	11,800	0,656	**12**
C3	10,200	0,567	**13**
C4	13,800	0,767	**1**
C5	10,200	0,567	**13**
C6	13,000	0,722	**8**
C7	12,400	0,689	**9**
C8	13,400	0,744	**5**
C9	13,600	0,756	**2**
C10	13,600	0,756	**2**
C11	13,200	0,733	**7**
C12	12,200	0,678	**11**
C13	13,600	0,756	**2**
C14	13,400	0,744	**5**

Table 5.13 above shows that all the items then analyzed using Fuzzy Delphy. It can be seen there are two items which got 0,567 for the average of fuzzy analysis. It means that this two items must be deleted from the construct.

Table 5.14 The Fuzzy Analysis Result of Construct D

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGEOF FUZZY NUMBER*	
D1	12,000	0,667	**9**
D2	11,800	0,656	**10**
D3	13,400	0,744	**3**
D4	11,400	0,633	**12**
D5	11,200	0,622	**14**
D6	11,200	0,622	**14**
D7	11,600	0,644	**11**
D8	10,800	0,600	**16**
D9	13,000	0,722	**4**
D10	12,400	0,689	**8**
D11	13,600	0,756	**1**
D12	12,600	0,700	**5**
D13	11,400	0,633	**12**
D14	12,600	0,700	**7**

D15	13,400	11,600	**11**
D16	0,744	0,644	**5**
D17	3,000	11,000	**12**
D18	11,400	0,000	**7**
D19	11,200	0,000	**1**
D20	0,000	0,000	**5**

Table 5.14 shows that all the item in construct D are well organized. It can be seen that there is no one of the item is deleted from this construct. Additionally, it can be seen that the order of preliminary design then change. There were significance discrepancy of the order.

Table 5.15 The Fuzzy Analysis Result of Construct E

ITEM	**NILAI SKOR**		**RANK**
	FUZZY EVALUATION	***AVERAGE OF FUZZY NUMBER***	
E1	13,000	0,722	**7**
E2	11,600	0,644	**15**
E3	11,800	0,656	**10**
E4	11,400	0,633	**16**
E5	12,200	0,678	**9**
E6	13,800	0,767	**1**
E7	13,200	0,733	**6**
E8	12,400	0,689	**8**
E9	13,400	0,744	**3**
E10	13,400	0,744	**3**
E11	11,800	0,656	**13**
E12	11,800	0,656	**10**
E13	13,200	0,733	**5**
E14	13,800	0,767	**2**
E15	11,800	13,200	**11**
E16	13,800	0,733	**1**

Table 5.15 above shows that all the items then analyzed using Fuzzy Delphy and all the item can be used by using triangular fuzzy delphy analysis. Moreover, it can be seen that the order of preliminary design then change. There were significance discrepancy of the order.

Table 5.16. The Fuzzy Analysis Result of Construct F

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
F1	10,000	0,556	**10**
F2	12,800	0,711	**5**
F3	13,000	0,722	**4**
F4	12,200	0,678	**8**
F5	11,400	0,633	**9**
F6	13,400	0,744	**1**
F7	12,600	0,700	**7**
F8	12,800	0,711	**6**
F9	13,400	0,744	**1**
F10	13,400	0,744	**1**

It can be seen from Table 5.16 above that all the items then analyzed using Fuzzy Delphy and all the item can be used by using triangular fuzzy delphy analysis. Moreover, it can be seen that the order of preliminary design then change. There were significance discrepancy of the order.

Table 5.17. The Fuzzy Analysis Result of Construct G

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
G1	13,800	0,767	**2**
G2	13,600	0,756	**4**
G3	13,800	0,767	**2**
G4	13,400	0,744	**6**
G5	12,600	0,700	**8**
G6	13,000	0,722	**7**
G7	12,400	0,689	**9**
G8	13,600	0,756	**5**
G9	20,800	1,156	**1**

Table 5.17 above shows that all the items then analyzed using Fuzzy Delphy. It can be seen that the order of preliminary design then change. There were significance discrepancy of the order. There are some items which placed at the same order. It does not really matter, then placed it consider about the previously order.

Table 5.18 The Fuzzy Analysis Result of Construct H

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
H1	11,800	0,656	**8**
H2	13,067	0,726	**5**
H3	11,000	0,611	**9**
H4	11,000	0,611	**9**
H5	14,000	0,778	**1**
H6	13,600	0,756	**3**
H7	12,600	0,700	**6**
H8	13,800	0,767	**2**
H9	13,400	0,744	**4**

It can be seen from Table 5.18 above that all the items then analyzed using Fuzzy Delphy. It can be seen that the order of preliminary design then change. There were significance discrepancy of the order. There are some items which placed at the same order. It does not really matter, because it is placed consider about the previously order.

Based on the analysis by using fuzzy Delphi, it can be seen from the table 5.11 – 5.18 above that the items at the construct were already ranked. The order of previously items even determined either by researchers or 18 experts, was already change. What is more is that, there are several items which is not appropriate to use anymore. The red-written items above were the items which was not be used anymore. These happened because it is rejected based on the agreement of the 18 expert which is showed from the triangular fuzzy number.

Final-developed Model

As the product of cycle III, this prototype became the final prototype. This final-prototype actually has the same item with previous one, however its rank is change base on the fuzzy Delphi analysis. This final prototype then will be scored by using SEM analysis in the next phase. The final-developed prototype can be seen as follow:

a. Reading Literacy Learning Objectives:

1. Create a classroom environment that promotes a culture of reading literacy
2. Develop the practice of reading literacy in schools
3. Increase the vocabularies
4. Build awareness of students to love reading
5. Improving the quality of students' use of time so that more useful
6. Train students in reading comprehension
7. Improving the ability of reading comprehension and critical
8. Developing character familiarization of learners through literacy
9. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge.
10. Familiarize students read at home
11. Provide a pleasant reading experience
12. Stimulate the basic ability of students in the process of reading comprehensive
13. Encourage curiosity of students in reading
14. Optimizing the performance of students' brains
15. Improving the ability to analyze and verbal skills in reading information review
16. Trains students to appreciate and care for books
17. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies
18. Help improve students' knowledge and ability to provide critical appraisals of writings.

b. Subjects in Reading Literacy Learning

1. The literature with regard to the value of local wisdom

2. Supporting books that match their interests and the interests of students
3. Fairy tale or story
4. Motivation wall in the classroom
5. Child magazine, comics and picture books
6. Books Islamic exemplary stories
7. Game contains lessons and supporting age-appropriate thematic
8. A collection of poems and rhymes
9. Big book that match the theme
10. Books have small works (KKPK)
11. Integrated thematic subjects according to age and level of student
12. Teaching materials designed for student learning (handout book)
13. Thematic lessons compulsory in schools
14. LKS / Modules
15. General encyclopedias, social, science and Islam
16. Additional thematic subjects according to the school environment

c. Learning Experiences in Learning Reading-Literacy Reading

1. The habit of reading in the classroom before school starts
2. The habit of going to school library
3. Quiz read the morning
4. Recounting the readings
5. Competition held fast and precise reading (read race weekend)
6. Inviting students study Regional Library bookmobile or present party
7. An hour must-read (once a week)
8. The habit of telling children at home and at school

9. The habit of reading outside of the classroom at the time when at school
10. The "weekly contest for literation"
11. Analyzing the content of a story or reading
12. The habit of reading at home

d. Methods and Learning Strategies

1. PAIKEM methods (active learning effective and fun creative interactive)
2. Method of playing a role (role playing) of read and played a character that is read
3. MOT (modeling of text)
4. Interactive reading strategy (combination of top-down reading strategy and bottom-up reading strategy)
5. Forum to read for people in schools (forming school literacy team)
6. Method of reading together (cooperative)
7. Methods skimming (scanning) and fast reading (skimming)
8. Methods read a loud (read aloud)
9. Reading Strategies - FAQ (Request Reading Question)
10. Eksplanitif method - interactive for Saintek
11. Reading, writing
12. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
13. Bottom-up reading strategy (Strategy reads that begin with the letter, phrases, sentences, paragraphs, and so on)
14. Methods of inquiry learning to read
15. SQ3R methods (survey, question, read, and review) for social sciences

16. Reading while singing
17. Explorative methods - interactive social and humanities
18. PQRST Method (preview, question, read, summary, and test) for physics text Science
19. Careful reading method multiliterasi
20. Exploration methods of mathematical problems.

e. Reading Literacy Learning Procedures

1. Using basic literacy
2. Stimulate and encourage clicking systems of knowledge and experiences related to the text that reads x
3. Using visual literacy
4. Retelling the content of reading to friends in class
5. Stimulate and encourage clicking systems of knowledge and experiences related to the text read
6. Using the library literacy
7. analyzing the content of the text, either implicit or explicit
8. Using technology literacy
9. Using early literacy (Clay, 2001)
10. Respond to different types of questions
11. Analyzing the main idea in each paragraph of text
12. Broadly explore experiences related content existing text
13. Explore in depth knowledge related to the content of the text
14. Provides an explanation of the message contained in the text or reading
15. give analytical inference picture of the text being read
16. Summarizing the contents of the text and give readings conclusion

f. Time Allocation

1. Read ahead home 10 minutes
2. Reading on an empty hour
3. Hold a quiz competition through reading literacy (reading understanding test)
4. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
5. Read in the library at rest based on the schedule that has been created
6. Extra time allocation professionally based on the level of saturation analysis of student
7. Reading in the school environment
8. Read in public, reading garden, a library area
9. Extra time allocation of 15 minutes to 45 minutes

g. Monitoring

1. books achievement
2. There are books liaison between teachers and parents to check the tasks assigned by the teacher
3. There is a self-evaluation guide students with regard to literacy checklisted by the students concerned
4. There is a journal read
5. There is a regular online monitoring system that not only do teachers / parents / principals / supervisors but also by the students themselves with the relevant application with the ability
6. There is a coordination meeting between teachers and parents every quarter
7. There are books on the development of literacy skills of students from time to time

8. Through peer assessment checklist
9. There is a semi-open online application between stakeholders madrasah.

h. Learning Resources

1. Al-Qur'an and its translation
2. Other Indonesian literature
3. Juz Amma
4. Other Malaysian literature
5. A collection of poems and rhymes, books fairy tales, folklore, children's magazines and a collection of Islamic stories Islami
6. Daily prayer and worship practical guidance
7. Al-Qur'an
8. School Library and The Library area
9. Translation Akhlaqul book lil Banin

B. Design of Higher Grade Model of Reading-Literacy Learning

Prototype I

Prototype I is the initial prototype developed. This prototype consist of 8 constructs that gotten from need analysis phase. The construct of this model, actually is the same with the construct from lower grade model of learning reading-literacy. Every constructs then developed into several items to guide the learning activities practically. construct 1 then develop into 6 items, construct 2 develop into 6 items, construct 3 then divided into 6 items, 13 item was developed as the result of construct 4; 4, 3, and 3 were the items which was developed from construct 5, 6, and 7 respectively, and the last construct then develop into 6 items. The model as the result of prototype I designed as follows:

a) Reading Literacy Learning Objectives

1. Encourage curiosity of students in reading
2. Build awareness of students to love reading
3. Familiarize students read at home
4. Develop the practice of reading literacy in schools
5. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge.
6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies.

b) Subjects in Reading Literacy Learning

1. Thematic lessons compulsory in schools
2. Additional thematic subjects according to the school environment
3. Integrated thematic subjects according to age and level of student
4. Supporting books that match to the interests of students
5. Fairy tale or story
6. Conduct literacy general knowledge (e.g. RPAL and RPUL) before the course starts at 07.00

c) Learning experience

1. The habit of reading outside of the classroom at the time when at school
2. The habit of reading at home
3. At the time of first rokaat of Duha prayer toughened
4. Students were able to achieve in line with expectations of the government higher order thinking skill
5. Using peer tutors or friends who are able to teach them
6. The use of technology in learning

d) Methods and Learning Strategies

a. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read).

b. Bottom-up reading strategy (Reading strategies that begin with the letter, phrases, sentences, paragraphs, and so on).

c. Interactive reading strategy (The combination of top-down reading strategy and bottom-up reading strategy)

d. BKOF (Building field of Knowledge) (Before learning of students already have prior knowledge capital)

e. MOT (Modeling of Text) (Learning begins by giving modeling by the teacher)

f. JCOT (Joint Construction of Text) (Learning is done by discussion in a group to develop an experience together)

g. ICOT (Independent construction of Text) (Read text individually)

h. Role playing

i. SQ3R methods for social sciences

j. PQRST Method (preview, question, read, summary, and test) for physics text Science

k. Careful reading method multi-literacy

l. Methods of inquiry learning to read

m. Exploration methods of mathematical problems

e) Reading Literacy Learning Procedures

1. Analyzing the content of the text, either implicit or explicit

2. Give analytical inference picture of the text being read

3. Responding to a critical text by using rational thinking which is supported by a complete authentic proof

4. Generate creative comprehension using a variety of media that is multimodal, multi gendre, multimedia and cultural diversity.

f) Time Allocation

1. Extra time allocation of 15 minutes to 45 minutes
2. Read in the library at rest based on the schedule that has been created
3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate

g) Monitoring

1. There are books liaison between teachers and parents to check the tasks assigned by the teacher
2. Assigns work at home
3. Collaborating with parents to monitor the activities of reading at home

h) Learning Resources

1. The core of Indonesian language for SD/MI
2. Summary of Natural Sciences for SD/MI
3. General Knowledge Summaries for SD/MI
4. Summary Mathematical Formulas for SD/MI
5. Al-Ta'limu al-Muta'allimu
6. Final Exam set Madrasah / School

The 1st prototype then was given to 18 experts of elementary education expert to be validated and asked additional items which will be used as the basic of prototype II. This process is called as 1st cycle (cycle I).

Cycle I

The Prototype I then become the need in Cycle I. This cycle was done for 4 days by giving the prototypes to the 18 experts. 18 experts then evaluated the initial construct and items to get the valid one; and additionally, they gave some additional items to anticipate and complete another chance of the constructs as the model. After 4 days,

reseachers were rechieved the revised and additional model from the 18 expert then analyzed it to get the revised model. All of the comment, and additional items which were given by the experts then evaluated by researchers, and most of the advice is written as new items to complete the previous items as long as there is no same items from different expert. The revised item and items afterall became the new model which is called as prototype II.

Prototype II

Prototype II is the result of cycle I. This prototype is totally different from the initial prototype (prototype I) because there were alot of additional items which was added by the experts. From detailed additional items can be seen from table 5.19 below.

Table 5.19. The change of Prototype II toward Prototype I by Cycle I

Construct	Number of items for each Prot		Add-items
	Prot I	Prot II	
Reading Literacy Learning Objectives	6	16	10
Instructional Material in Reading Literacy Learning	6	20	14
Learning Experiences in Learning Literacy Reading	10	16	6
Methods and Learning Strategies	13	21	8
Learning literacy procedure	4	15	11
Time Allocation	3	12	9
Monitoring	3	14	11
Learning Resources	6	22	16

Meanwhile, the Prototype II, after got some revision from the expert, can be seen as follows:

a) Reading Literacy Learning Objectives

1. Encourage curiosity of students in reading
2. Build awareness of students to love reading
3. Familiarize students read at home
4. Develop the practice of reading literacy in schools

5. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge.
6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies.
7. Create a classroom environment that promotes a culture of literacy
8. Develop the practice of reading literacy in society
9. Improving students' critical thinking skills to reading text
10. Adding vocabulary, train the brain works and to train students' ability to concentrate
11. Charge time with literacy in order to increase knowledge and insight
12. Improving the ability of students to understand and analyze the content of reading
13. Building a culture of academic or school academic atmosphere through a literal reading
14. Reducing child dependency on gadgets (smartphones) to play the game
15. Make students more creative and innovative in solving problems
16. Supports speech/expression/communication in front of the class

b) Subjects in Reading Literacy Learning

1. Thematic lessons compulsory in schools
2. Additional thematic subjects according to the school environment
3. Integrated thematic subjects according to age and level of student
4. Supporting books that match their interests and the interests of students
5. Fairy tale or story
6. Doing literacy general knowledge (eg RPAL and RPUL) before the course starts until 07.00

7. A collection of poems and rhymes
8. Big book appropriate theme
9. Biography or a national hero
10. Books encyclopedia of science, social and Islam
11. KKPK book (small puny works)
12. Exemplary story book Prophets and Messengers
13. Handout books, brochures, leaflets
14. Child magazine and Novel
15. E-book
16. Wall motivation in the classroom
17. Teaching materials intangible write text, audio, visual, audiovisual and kinesthetic
18. Book learning motivation
19. Handbook thematic or neighborhood based on local wisdom that made teachers

c) Learning Experiences in Learning Literacy Reading

1. The habit of reading outside of the classroom at the time when at school
2. The habit of reading at home
3. At the time of first rokaat Duha prayer toughened
4. HOTS thinking skills of students in accordance with government expectations
5. Using a peer tutor or friend who are able to teach his
6. The use of technology in learning
7. Hold a weekly contest for literation
8. Study comparative to the local library
9. Accessing the online-based e-book

10. Getting used to go to school library
11. Develop a portfolio of reading
12. Do think - pair - share
13. A visit to the publisher or print media mass
14. Students work together in creating a report about the content of reading groups read

d) Methods and Learning Strategies

1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
2. Bottom-up reading strategy (Strategy reads that begin with the letter, phrases, sentences, paragraphs, and so on)
3. Interactive reading strategy (combination of top-down reading strategy and bottom-up reading strategy)
4. BKOF (Building Knowledge of field)(Before learning of students already have prior knowledge capital)
5. MOT (Modeling of Text)(Learning begins by giving modeling by the teacher)
6. JCOT (Joint Construction of Text) (the learning is done with by discussion in a group to develop an experience together)
7. ICOT (Independent construction of Text)(Read text individually)
8. role playing
9. SQ3R methods (survey, question, read, and review) for social sciences
10. PQRST Method (preview, question, read, summary, and test) for physics text Science
11. Careful reading method multi-literacy
12. Methods of inquiry learning to read
13. Exploration methods of mathematical problems

14. PQ4R method (preview, question, read, reflect, Recite, review)
15. Methods of silent reading (SSR)
16. scanning and skimming
17. Using think aloud strategy
18. Active reading (reading while noting)
19. Methods everyone is a teacher here
20. Book reading method
21. Request Method Question Reading (Reading FAQ)

e) Reading Literacy Learning Procedures

1. analyzing the content of the text, either implicit or explicit
2. give analytical inference picture of the text being read
3. Responding to a critical text by using rational thinking which is supported by a complete proof of authenticity
4. Generate creative comprehension using a variety of media that is multi-modal, multi genre, multimedia and cultural variety.
5. To separate fact from opinion on the text being read
6. Produce students who think critically, analytically and reflectively
7. Using early literacy
8. Using the library literacy
9. Analyze the relationship between the text / intertextuality with personal experience
10. Make a concept map based on keywords in the basic idea of reading
11. Make text related opinion
12. reading comprehension
13. Visualize, identify and communicate ideas and key ideas or reading text

14. Analyze the text content through thinking HOTS
15. Connecting understanding of the text read with reality

f) Time Allocation

1. Extra time allocation of 15 minutes to 45 minutes
2. Read in the library at rest based on the schedule that has been created
3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
4. Read after the completion of the task
5. Assignment-based self-reading pilot project and summary in a group
6. Provide additional time to brainstorm
7. Procurement event "weekly reading contest"
8. The addition of a portfolio-based reading group assignment
9. Reading on an empty hour
10. Extra time proportionally to the saturation level students
11. Make a written opinion in response to the reading (duties) provided by the teacher
12. Clipping and analyze its contents

g) Monitoring

1. There are books liaison between teachers and parents to check the tasks assigned by the teacher
2. Assigns work at home
3. Collaborating with parents to monitor the activities of reading at home
4. There is a journal read students
5. Monitoring peers

6. book evaluation
7. Between quarterly meeting teachers and parents
8. WA Group / WhatsApp teachers and parents
9. Creating observation tables teamwork
10. Filling the self assessment table on literacy skills and collaboration
11. Note anecdotes
12. Use of the application is linked between the school and parents
13. There are books on the development of literacy skills of students
14. Giving recitation-based portfolio in response to reading

h) Learning Resources

1. Indonesian Digest for SD/MI
2. Summary of Natural Sciences for SD/MI
3. General Knowledge Summaries for SD/MI
4. Summary Mathematical Formulas for SD/MI
5. Al-Ta'limual-Muta'allimu
6. Final Exam set Madrasah/School
7. Map, atlas and Globe
8. A collection of biographies of national heroes
9. Magazines and newspapers child related social problems
10. A collection of poems and rhymes
11. Comic
12. Holy Qur'an and the translation
13. a collection of Hadith
14. Books encyclopedia
15. Provision of internet access
16. Akhlaqul translation book lil Banin

17. Dictionary
18. Set of daily prayer and worship practical guidance
19. Digest all the themes and or maple into a game of children
20. The story of the stories of the prophets and Muslim figures
21. Books about motivation to learn
22. Handbook of teachers that contains the essay based on local wisdom

Cycle II

The Prototype II then become the need of Cycle II. This cycle was done for 4 days as well by giving the prototypes to the 18 experts. 18 experts then evaluated the items to at prototype II to get the valid one. After 4 days, researchers rechieved the revised model from the 18 expert then analyzed it to get the revised model. There were several suggestion from the expert which was added by the expert in previous cycle. However, there was no additional or reduction of the items. This suggestion make the items more operational and detailed. The result of this process produced prototype III. the comment can be seen as the table 5.20 below:

Table 5.20. Revision, Comment and Additional Explanation of the Experts

Expert-code	Construct/items code	Suggestion
008 (Lecturer)	A3	Need assistance and supervision
	A6	Need massive movement of the schools
	B6	Teachers are rarely present on time before 07.00
	B7 *	Train the students' ability fiction
	B9 *	Can inspire students to aspire
010 (MI Teacher)	B10 *	Stimulate read arousal in class
	B11 *	Exercising HOTS
	B12 *	Logical and mathematical sensibility train
	B13 *	Inspiring
	B14 *	Inspiring
	B15 *	Inspiring
	B16 *	Stimulate familiar with digital products
	B17 *	motivating students
	B18 *	Stimulate interest in learning
	B19 *	Stimulate interest in learning
	B20 *	Stimulate interest in learning
	C2	Monitoring parents need to be extra
	C4	intensive guidance need of teachers
	F1	It takes a long time and tends to reduce the hours of lessons
	G2	Parents need intensive guidance
	G8	Sometimes parents do not have android
	H1	More needs to be exercises
	H2	Need exercises
	H3	need translation
	B10*	Not an instructional materials but means
	C3	Lack of no relevance to the activitiesof literacy
	C8 *	Do not have to study a comparison but more simple and fun
	F1	Preferably one hour lesson more or less 30 minutes

	F4 *	Read then the task / recitation
	F11 *	Need to be given a time limit or, more precisely, including the methods / strategies
	F12 *	Such a time limit should be given in one semester
	G2	Required to record valuation and appreciation given by the class teacher
011(elementary school teachers)	B5	Train and develop imagination, especially low grade
	C3	Why first rokaat? Need further explanation
	C4	Thinks it necessary for the child's logic and HOTS that supports children to think logic
	D2	High class different from the low class. High grade need "keyword" or the phrase core and not yet learned to read from the letter
	D20 *	Reading or ready?
	F3	Additional duties may make children "load" that keep them from thinking creatively
	G1	Less effective and efficient, I guess it took this related application given the context we are in the era 4.0
	H3	It took the important points in order to focus more on the high-grade knowledge of this essence and in summary
	H4	It took the important points in order to focus more on the high-grade knowledge of this essence and in summary
012	A2	Increase fond of reading
	A3	Cultivate reading at home, a must for high-class
	F1	In accordance with the level of
	H15 *	NB: Supervised
017 (Principals)	A3	Considering they are learning by playing
	B1	Repetition of learning in class

	C1	The upper classes also prefer to play
	C2	The upper classes also prefer to play
	E4	Too heavy for children USIS SD
	F1	Eating class timetable
	F3	Parents need assistance
	F4 *	Part of tough grader
	H3	Stimulate thinking culture of instant
	H4	can be memorized
	H6	Overlap with regular learning
018 (Supervisor)	A3	Need full parental monitoring
	A6	Need more intense socialization
	B1	Repetition regular classroom learning materials
	B16 *	Your need of teachers
	C8 *	Need schedule of school
	C9 *	Intense need referrals from teachers
	C13 *	Conditional
	C14 *	Conditional
	E15 *	CTL
	F4 *	Supposedly before the task

It can be seen from the table that beside the construct and items which has been determined and evaluated before, there should be several operational guidance what should be done by teacher related to those model. From the table, teachers play very important role and become the prior decision in leading the success of reading-literacy learning. Most of the suggestion said that, teacher have to be cares, assist, guide and motivate their students intensely when they are doing reading activities.

Beside the comment of the 18 experts, developer also calculate the mean and mode of every constructs and items in cycle II. These mean and mode then become the prior consideration for generate prototype III. The mode and mean can be seen from the table 5.20 – 5.27 below:

Table 5.21 The Mode and Mean of Cycle II for Construct A

Construct item code	Central tendency	
	Mean	Mode
A1	4.78	5
A2	4.89	5
A3	4.67	5
A4	4.78	5
A5	4.89	5
A6	4.78	5
A7	489	5
A8	4.61	5
A9	4.61	5
A10	4.5	5
A11	4.89	5
A12	4.83	5
A13	4.67	5
A14	4.72	5
A15	4.5	5
A16	4.83	5
A17	4.89	5
A18	4.33	5
A19	4.61	5
A20	4.89	5

It can be seen from the table 5.21 above that the mean of construct A which was got from the expert are ranged from 4.5 to 4.89. It means that the items in this construct were score with a good and positive response with score over than 4.5. Furthermore, those score also supported with the mode that mostly got a perfect score. It shows that all af the items in this construct can be used as consideration in developing the model of learning reading literacy.

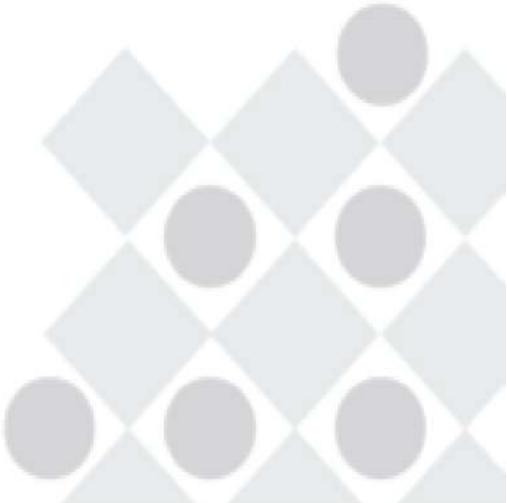



Table 5.22 The Mode and Mean of Cycle II for Construct B

Construct item code	Central tendency	
	Mean	Mode
B1	4.67	5
B2	4.78	5
B3	4.78	5
B4	4.89	5
B5	4.72	5
B6	4.61	5
B7	4.61	5
B8	4.83	5
B9	4.89	5
B10	4.83	5
B11	4.83	5
B12	4.67	5
B13	4.89	5
B14	4.5	5
B15	4.78	5
B16	4.56	5
B17	4.72	5
B18	4.67	5
B19	4.72	5
B20	4.61	5

In line with construct A, construct B also has the same thing. From the table 5.22, it shows that the mean are ranged from 4.5 to 4.89. additionally, the mode was mostly got a perfect score. It shows that all af the items in this construct can be used as consideration in developing the model of learning reading literacy.

Table 5.23 The Mode and Mean of Cycle II for Construct C

Construct item code	Central tendency	
	Mean	Mode
C1	4.78	5
C2	4.5	5
C3	4.11	5
C4	4.56	5
C5	4.78	5
C6	4.72	5
C7	4.67	5
C8	4.39	5
C9	4.33	5
C10	4.83	5
C11	4.61	5
C12	4.61	5
C13	4.5	5
C14	4.61	5
C15	4.61	5
C16	4.72	5

Table 5.23 above shows a bit different data. Construct C stands at 4.11 to 4.78 for the mean at every items. Moreover, the mode still dominated with 5 (perfect score), even there are some got lower. Even though this score is lower than construct A and B, this score still indicates that it is greater than 4. Therefore it can be said that this construct is good. Hencer, all of the items in this construct can be used as consideration in developing the model of learning reading literacy.

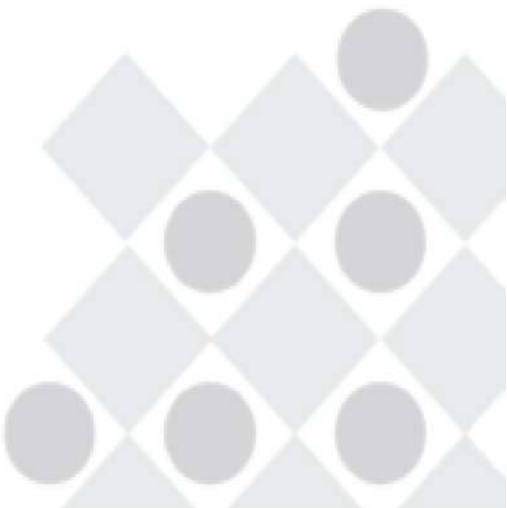



Table 5.24 The Mode and Mean of Cycle II for Construct D

Construct item code	Central tendency	
	Mean	Mode
D1	4.83	5
D2	4.5	5
D3	4.83	5
D4	4.67	5
D5	4.83	5
D6	4.83	5
D7	4.61	5
D8	4.72	5
D9	4.72	5
D10	4.56	5
D11	4.67	5
D12	4.78	5
D13	4.61	5
D14	4.67	5
D15	4.67	5
D16	4.61	5
D17	4.39	5
D18	4.56	5
D19	4.67	5
D20	4.5	5
D21	1.28	0

Table 5.24 shows very different proportion. Mostly the items in this construct got score greater than 4, which chategorized as good. However, there is an item, D21, which got only 1.28 for the mean with the mode 0. It shows that most of the expert did not agree with this item. Based on this score it can also be said that there is no agreement among the expert about this item, and they sugested that this item must be deleted from the construct.

Table 5.25 The Mode and Mean of Cycle II for Construct E

Construct item code	Central tendency	
	Mean	Mode
E1	4.83	5
E2	4.78	5
E3	4.67	5
E4	4.72	5
E5	4.67	5
E6	4.61	5
E7	4.56	5
E8	4.61	5
E9	4.78	5
E10	4.83	5
E11	4.78	5
E12	4.78	5
E13	4.72	5
E14	4.67	5
E15	4.78	5

It can be seen from the table 5.25 above that the mean of construct E which was got from the expert are ranged from 4.56 to 4.83. It means that the items in this construct were score with a good and positive response with score over than 4.5. Furthermore, those score also supported with the mode that mostly got a perfect score. It shows that all af the items in this construct can be used as consideration in developing the model of learning reading literacy

Table 5.26 The Mode and Mean of Cycle II for Construct F

Construct item code	Central tendency	
	Mean	Mode
F1	4.39	4
F2	4.78	5
F3	4.67	5
F4	4.28	5
F5	4.67	5
F6	4.56	5
F7	4.61	5
F8	4.67	5
F9	4.83	5
F10	4.67	5
F11	4.72	5
F12	4.72	5

Same with the construct E, from table 5.26, construct F got the similar score which is greater than 4 for the mean, and almost all the expert shows tendency in choosing 5. It shows that this items in this construct can be used as the model.

Table 5.27 The Mode and Mean of Cycle II for Construct G

Construct item code	Central tendency	
	Mean	Mode
G1	4.83	5
G2	4.44	4
G3	4.83	5
G4	4.78	5
G5	4.67	5
G6	4.72	5
G7	4.56	5
G8	4.83	5
G9	4.72	5
G10	4.78	5
G11	4.61	5
G12	4.56	5
G13	4.78	5
G14	4.61	5

It can be seen from table 5.27 that most of the expert gave score greater than 4, which ranged from 4.44 to 4.83 for the mean at each items at construct G. This score also supported with the mode of those score which showed that most of them gave 5. It shows that this items in this construct can be used as the model.

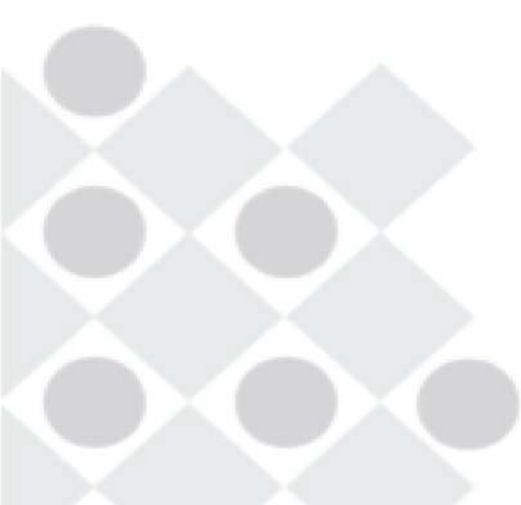



Table 5.28 The Mode and Mean of Cycle II for Construct H

Construct item code	Central tendency	
	Mean	Mode
H1	4.78	5
H2	4.78	5
H3	4.61	5
H4	4.61	5
H5	4.44	4
H6	4.61	5
H7	4.61	5
H8	4.89	5
H9	4.67	5
H10	4.72	5
H11	4.67	5
H12	4.61	5
H13	4.83	5
H14	4.78	5
H15	4.44	5
H16	4.67	5
H17	4.67	5
H18	4.83	5
H19	4.72	5
H20	4.89	5
H21	4.72	5
H22	4.72	5

From the table above it can be seen that most of the mean for every item is greater than 4.5. Meanwhile the mode is dominated by 5, and small amount of 4. It means that the generated item from its construct can be used because most of the expert agreed to the additional items. Therefore, the additional items can be added to the construct and be continued to next steps.

Prototype III

Prototype III was the result of cycle II, where it should be several addition from the expert. However, fortunately, there was no addition in previous cycle, but there were several slight reduction. Therefore, the model, consist of construct and items, was slightly different from

prototype II, with several more operational-explanation for several items. The revised prototype III can be seen as follows:

a. Reading Literacy Learning Objectives

1. Encourage curiosity of students in reading
2. Build awareness of students to love reading
3. Familiarize students read at home
4. Develop the practice of reading literacy in schools
5. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge.
6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies.
7. Create a classroom environment that promotes a culture of literacy
8. Develop the practice of reading literacy in society
9. Improving students' critical thinking skills to reading text
10. Adding vocabulary, train the brain works and to train students' ability to concentrate
11. Charge time with literacy in order to increase knowledge and insight
12. Improving the ability of students to understand and analyze the content of reading
13. Building a culture of academic or school academic atmosphere through a literal reading
14. Reducing child dependency on gadgets (smartphones) to play the game
15. Make students more creative and innovative in solving problems
16. Supports speech / expression / communication in front of the class

b. Subjects in Reading Literacy Learning

1. Thematic lessons compulsory in schools
2. Additional thematic subjects according to the school environment
3. Integrated thematic subjects according to age and level of student
4. Supporting books that match their interests and the interests of students
5. Fairy tale or story
6. Doing literacy general knowledge (eg RPAL and RPUL) before the course starts until 07.00
7. A collection of poems and rhymes
8. Big book appropriate theme
9. Biography or a national hero
10. Books encyclopedia of science, social and Islam
11. KKPK book (small puny works)
12. Exemplary story book Prophets and Messengers
13. Handout books, brochures, leaflets
14. Child magazine and Novel
15. E-book
16. Wall motivation in the classroom
17. Teaching materials intangible write text, audio, visual, audiovisual and kinesthetic
18. Book learning motivation
19. Handbook thematic or neighborhood based on local wisdom that made teachers

c. Learning Experiences in Learning Literacy Reading

1. The habit of reading outside of the classroom at the time when at school
2. The habit of reading at home

3. At the time of first reading rokaat Duha prayer toughened
4. HOTS thinking skills of students in accordance with government expectations
5. Using a peer tutor or friend who are able to teach
6. The use of technology in learning
7. Hold a weekly contest for literation
8. Study comparative to the local library
9. Accessing the online-based e-book
10. Getting used to go to school library
11. Develop a portfolio of reading
12. Do think - pair - share
13. A visit to the publisher or print media mass
14. Students work together in creating a report about the content of reading groups read

d. Methods and Learning Strategies

1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
2. Bottom-up reading strategy (Strategy reads that begin with the letter, phrases, sentences, paragraphs, and so on)
3. Interactive reading strategy (combination of top-down reading strategy and bottom-up reading strategy)
4. BKOF (Building Knowledge of field)(Before learning of students already have prior knowledge capital)
5. MOT (Modeling of Text)(Learning begins by giving modeling by the teacher)
6. JCOT (Joint Construction of Text)(Learning is done by discussing in a group to develop an experience together)
7. ICOT (Independent construction of Text)(Read text individually)

8. Role playing
9. SQ3R methods (survey, question, read, and review) for social sciences
10. PQRST Method (preview, question, read, summary, and test) for physics text Science
11. Careful reading method multi-literacy
12. Methods of inquiry learning to read
13. Exploration methods of mathematical problems
14. PQ4R method (preview, question, read, reflect, Recite, review)
15. Methods of silent reading (SSR)
16. Fast reading method and skimming (scanning and skimming)
17. Using think aloud strategy
18. Active reading (reading while noting)
19. Methods everyone is a teacher here
20. Book reading method
21. Request Method Question Reading (Reading FAQ)

e. Reading Literacy Learning Procedures

1. analyzing the content of the text, either implicit or explicit
2. give analytical inference picture of the text being read
3. Responding to a critical text by using rational thinking which is supported by a complete proof of authenticity
4. Generate creative comprehension using a variety of media that is multimodal, multi genre, multimedia and cultural variety.
5. To separate fact from opinion on the text being read
6. Produce students who think critically, analytically and reflectively
7. Using early literacy
8. Using the library literacy

9. Analyze the relationship between the text / intertextuality with personal experience
10. Make a concept map based on keywords in the basic idea of reading
11. Make text related opinion
12. reading comprehension
13. Visualize, identify and communicate ideas and key ideas or reading text
14. Analyze the text content through thinking HOTS
15. Connecting understanding of the text read with reality

f. Time Allocation

1. Extra time allocation of 15 minutes to 45 minutes
2. Read in the library at rest based on the schedule that has been created
3. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
4. Read after the completion of the task
5. Assignment-based self-reading pilot project and summary in a group
6. Provide additional time to brainstorm
7. Procurement event “weekly reading contest”
8. The addition of a portfolio-based reading group assignment
9. Reading on an empty hour
10. Extra time proportionally to the saturation level students
11. Make a written opinion in response to the reading (duties) provided by the teacher
12. Clipping and analyze its contents

g. Monitoring

1. There are books liaison between teachers and parents to check the tasks assigned by the teacher
2. Assigns work at home
3. Collaborating with parents to monitor the activities of reading at home
4. There is a journal read students
5. Monitoring peers
6. book evaluation
7. Anatra quarterly meeting teachers and parents
8. WA Group / WhatsApp teachers and parents
9. Creating observation tables teamwork
10. Filling the self assessment table on literacy skills and collaboration
11. Note anecdotes
12. Use of the application is linked between the school and parents
13. There are books on the development of literacy skills of students
14. Giving recitation-based portfolio in response to reading

h. Learning Resources

1. Indonesian Digest for SD / MI
2. Summary of Natural Sciences for SD / MI
3. General Knowledge Summaries for SD / MI
4. Summary Mathematical Formulas for SD / MI
5. Al-Ta'limual-Muta'allimu
6. Final Exam set Madrasah / School
7. Map, atlas and Globe
8. A collection of biographies of national heroes

9. Magazines and newspapers child related social problems
10. A collection of poems and rhymes
11. Comic
12. Holy Qur'an and the translation
13. a collection of Hadith
14. Books encyclopedia
15. Provision of internet access
16. Akhlaqul translation book lil Banin
17. Dictionary
18. Set of daily prayer and worship practical guidance
19. Digest all the themes and or maple into a game of children
20. The story of the stories of the prophets and Muslim figures
21. Books about motivation to learn
22. Handbook of teachers that contains the essay based on local wisdom

Cycle III

Fortunately, in this cycle there was no additional item from the construct and items at previously construct as well. However, there were several comments from the expert about the items which was added by the expert in previous cycle. Therefore, there is no additional items in this cycle, but there were revision at the existing items which is must be detailed and specified.

In this process, developers did the same things as previous process, which is calculate the mode and mean. Then, by using the formula at fuzzy Delphi analysis, researchers got certain rank of the item of the construct. Those can be seen in table 5.29 – 5.35 below:

Table 5.29. The Fuzzy Analysis Result of Construct A

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
A1	13.800	0.767	**9**
A2	14.000	0.778	**3**
A3	13.800	0.767	**9**
A4	14.000	0.778	**3**
A5	14.200	0.789	**2**
A6	13.800	0.767	**6**
A7	14.400	0.800	**1**
A8	13.800	0.767	**9**
A9	13.800	0.767	**6**
A10	13.800	0.767	**9**
A11	14.000	0.778	**3**
A12	13.800	0.767	**9**
A13	13.600	0.756	**15**
A14	13.800	0.767	**6**
A15	13.600	0.756	**14**
A16	13.600	0.756	**15**

Table 5.29 above shows that all the items then analyzed using Fuzzy Delphy. It can be seen that the order of preliminary design then change. There were significance discrepancy of the order.

Table 5.30 The Fuzzy Analysis Result of Construct B

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
B1	13.400	0.744	**13**
B2	13.600	0.756	**10**
B3	13.600	0.756	**8**
B4	14.200	0.789	**2**
B5	14.000	0.778	**4**
B6	13.400	0.744	**13**
B7	14.000	0.778	**4**
B8	14.000	0.778	**4**
B9	14.400	0.800	**1**
B10	14.200	0.789	**2**
B11	13.800	0.767	**7**
B12	13.600	0.756	**8**
B13	13.600	0.756	**10**
B14	13.400	0.744	**13**
B15	13.600	0.756	**10**
B16	13.400	0.744	**13**
B17	13.600	0.756	**8**
B18	13.400	0.744	**13**
B19	13.600	0.756	**8**

It can be seen from Table 5.30 there were significance discrepancy of the order after the analysis of fuzzy delphy. Moreover, there are some items which is doubled. It means that those item still can be used even though placed in the same order.

Table 5.31 The Fuzzy Analysis Result of Construct C

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
C1	13.800	0.767	**3**
C2	13.200	0.733	**10**
C3	11.667	0.648	**14**
C4	13.000	0.722	**11**
C5	13.800	0.767	**3**
C6	13.600	0.756	**5**
C7	13.400	0.744	**7**
C8	12.800	0.711	**12**
C9	12.600	0.700	**13**
C10	14.000	0.778	**1**
C11	13.800	0.767	**2**
C12	13.400	0.744	**7**
C13	13.400	0.744	**7**
C14	13.600	0.756	**6**

Table 5.31 above showed that there is no problem with the model proposed by researchers. It can be seen from the analysis above that all the items can be used in the model.

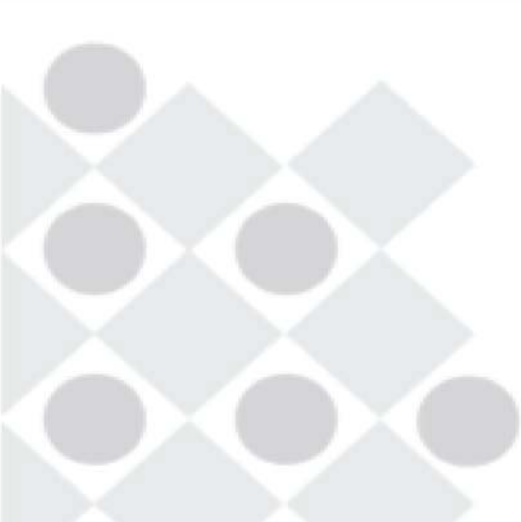



Table 5.32 The Fuzzy Analysis Result of Construct D

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
D1	14.000	0.778	**1**
D2	13.400	0.744	**9**
D3	14.000	0.778	**1**
D4	13.400	0.744	**9**
D5	13.800	0.767	**7**
D6	13.800	0.767	**4**
D7	13.000	0.722	**16**
D8	13.800	0.767	**7**
D9	13.800	0.767	**4**
D10	13.400	0.744	**9**
D11	13.200	0.733	**14**
D12	13.800	0.767	**4**
D13	13.400	0.744	**9**
D14	13.200	0.733	**14**
D15	14.000	0.767	**13**
D16	14.000	0.778	**1**
D17	14.000	0.778	**1**
D18	13.800	0.767	**9**
D19	13.800	0.767	**7**
D20	0.000	0.000	**4**
D21	0.000	0.000	**0**

It can be seen from Table 5.32 above that all the items then analyzed using Fuzzy Delphy and all the item can be used by using triangular fuzzy delphy analysis. Moreover, it can be seen that the order of preliminary design then change. There were significance discrepancy of the order.

Table 5.33 The Fuzzy Analysis Result of Construct E

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
E1	14.000	0.778	**1**
E2	13.800	0.767	**3**
E3	13.400	0.744	**10**
E4	13.600	0.756	**5**
E5	13.600	0.756	**5**
E6	13.267	0.737	**12**
E7	13.200	0.733	**13**
E8	13.200	0.733	**13**
E9	13.600	0.756	**7**
E10	13.800	0.767	**4**
E11	13.600	0.756	**7**
E12	13.600	0.756	**7**
E13	13.400	0.744	**10**
E14	13.200	0.733	**13**
E15	13.400	0.737	**14**

Table 5.33 shows that there are changes of the order of designed item in this construct. All the items were analyzed by using Fuzzy Delphy and all the item can be used by using triangular fuzzy delphy analysis. Some are doubled and some are tripled.

Table 5.34 The Fuzzy Analysis Result of Construct F

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
F1	12.200	0.678	**12**
F2	13.800	0.767	**2**
F3	13.600	0.756	**6**
F4	13.000	0.722	**11**
F5	13.600	0.756	**6**
F6	13.200	0.733	**10**
F7	13.600	0.756	**6**
F8	13.800	0.767	**4**
F9	14.000	0.778	**1**
F10	13.800	0.767	**2**
F11	13.800	0.767	**4**
F12	13.600	0.756	**9**

It can be seen from Table 5.34 above that all the items then analyzed using Fuzzy Delphy. The things of construct E also happened to this construct. All the items can be used and the order of the items then change based on the triangular analysis of Fuzzy Delphy.

Table 5.35 The Fuzzy Analysis Result of Construct G

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
G1	14.000	0.778	**1**
G2	12.400	0.689	**14**
G3	14.000	0.778	**1**
G4	13.600	0.756	**7**
G5	13.600	0.756	**7**
G6	13.800	0.767	**6**
G7	13.400	0.744	**11**
G8	14.000	0.778	**1**
G9	13.600	0.756	**7**
G10	14.000	0.778	**1**
G11	13.600	0.756	**7**
G12	13.200	0.733	**13**
G13	13.800	0.767	**5**
G14	13.400	0.744	**11**

Table 5.35 shows that all the items was analyzed using Fuzzy Delphy. The things of construct F also happened to this construct. All the items can be used and the order of the items then change based on the triangular analysis of Fuzzy Delphy.

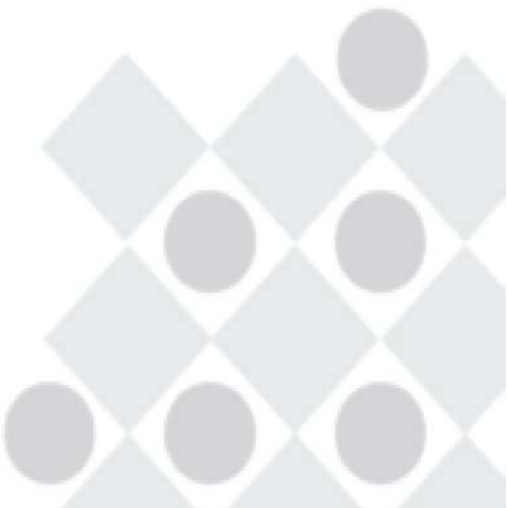



Table 5.36 The Fuzzy Analysis Result of Construct H

ITEM	NILAI SKOR		RANK
	FUZZY EVALUATION	*AVERAGE OF FUZZY NUMBER*	
H1	14.000	0.778	**5**
H2	13.800	0.767	**7**
H3	13.800	0.767	**7**
H4	13.800	0.767	**7**
H5	12.000	0.667	**16**
H6	13.600	0.756	**14**
H7	13.800	0.767	**7**
H8	14.200	0.789	**1**
H9	14.200	0.789	**1**
H10	13.800	0.767	**12**
H11	13.400	0.744	**15**
H12	14.200	0.789	**1**
H13	14.200	0.789	**1**
H14	13.800	0.767	**12**
H15	14.000	0.778	**5**
H16	13.800	0.767	**7**
H17	13.800	0.767	**7**
H18	13.800	0.767	**7**
H19	12.000	0.667	**16**
H20	13.600	0.756	**14**
H21	13.800	0.767	**7**

Table 5.36 above shows that all the items were analyzed using Fuzzy Delphy. It can be seen that the order of preliminary design then change. There were significance discrepancy of the order.

Based on the analysis by using fuzzy Delphi, it can be seen from the table table 5.29 – 4.36 above that the items at the construct were already ranked. The order of previously items even determined either by researchers or 18 experts, was already change. What is more is that, there are several items which is not appropriate to use anymore. The red-written items above were the items which was not be used anymore. These happened because it is rejected based on the agreement of the 18 expert which is showed from the triangular fuzzy number. The final

model consist of construct 1 with 15 items, construct 2 with 13, construct 3, and 4 are the same which consist of 14 for each construct, construct 5, 6, 7, and 8 are 14, 12, 14 and 16 respectively. Based on the data, it can be seen that there are actually similar number/rank for several items at all construct.

Final-developed Model

As the product of cycle III, this prototype became the final prototype. This final-prototype actually has the same item with previous one, however its rank is change base on the fuzzy Delphi analysis. This final prototype then will be scored by using SEM analysis in the next phase. The final-developed prototype can be seen as follow:

a. Reading Literacy Learning Objectives

1. Improving students' critical thinking skills to reading text
2. Familiarize students read at home
3. Adding vocabulary, train the brain works and to train students' ability to concentrate
4. Develop the practice of reading literacy in schools
5. Build awareness of students to love reading.
6. Maintaining continuity of learning by presenting various readings and accommodate a variety of reading strategies.
7. Encourage curiosity of students in reading
8. Encourage curiosity of students in reading
9. Create a classroom environment that promotes a culture of literacy
10. Improving the ability of students to understand and analyze the content of reading
11. School makes learning fun as parks and schools child-friendly so that citizens are able to manage knowledge
12. Improving the ability of students to understand and analyze the content of reading

13. Make students more creative and innovative in solving problems
14. Develop the practice of reading literacy in society
15. Reducing child dependency on gadgets (smart phones) to play the game
16. Supports speech / expression / communication in front of the class

b. Subjects in Reading Literacy Learning

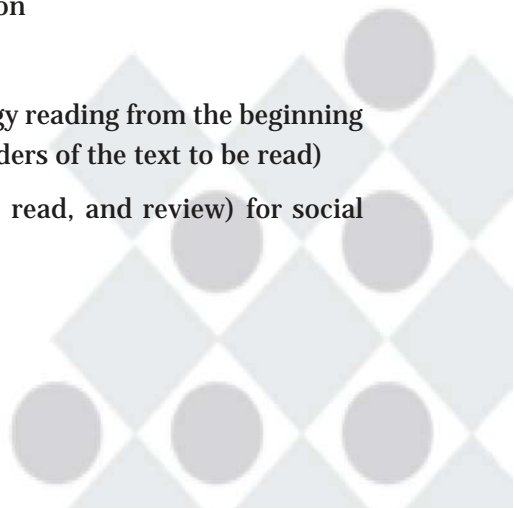
1. Handout books, brochures, leaflets
2. Books encyclopedia of science, social and Islam
3. Big book appropriate theme
4. Additional thematic subjects according to the school environment
5. Supporting books that match their interests and the interests of students
6. Child magazine and Novel
7. Fairy tale or story
8. Doing literacy general knowledge (e.g RPAL and RPUL) before the course starts until 07.00
9. Thematic lessons compulsory in schools
10. Integrated thematic subjects according to age and level of student
11. A collection of poems and rhymes
12. Biography or a national hero
13. KKPK book (small puny works)
14. Child magazine and Novel
15. Exemplary story book Prophets and Messengers
16. Wall motivation in the classroom
17. Books encyclopedia of science, social and Islam

18. Teaching materials intangible write text, audio, visual, audiovisual and kinesthetic
19. KKPK book (small puny works)

c. Learning Experiences in Learning Literacy Reading

1. At the time of first reading rokaat Duha prayer toughened
2. Getting used to go to school library
3. Students work together in creating a report about the content of reading groups read
4. Develop a portfolio of reading
5. HOTS thinking skills of students in accordance with government expectations
6. Using a peer tutor or friend who are able to teach his
7. Hold a weekly contest for literation
8. Do think - pair - share
9. A visit to the publisher or print media mass
10. The habit of reading outside of the classroom at the time when at school
11. The habit of reading at home
12. Study comparative to the local library
13. Accessing the online-based e-book
14. Hold a weekly contest for literation

d. Methods and Learning Strategies

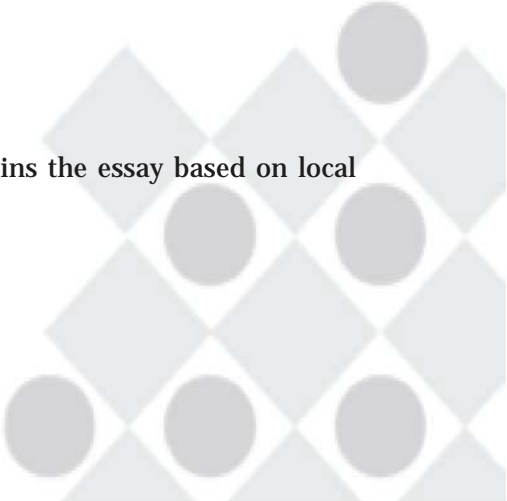
1. Top-down reading strategy (Strategy reading from the beginning of knowledge possessed by the readers of the text to be read)
2. SQ3R methods (survey, question, read, and review) for social sciences

3. Bottom-up reading strategy (Strategy reads that begin with the letter, phrases, sentences, paragraphs, and so on)
4. PQRST Method (preview, question, read, summary, and test) for physics text Science
5. ICOT (Independent construction of Text) (Read text individually)
6. BKOF (Building Knowledge of field)(Before learning of students already have prior knowledge capital)
7. Fast reading method and skimming (scanning and skimming)
8. role playing
9. MOT (Modeling of Text)(Learning begins by giving modeling by the teacher)
10. Careful reading method multiliteracy
11. PQ4R method (preview, question, read, reflect, Recite, review)
12. JCOT (Joint Construction of Text) (Learning is done with the group to develop an experience together)
13. Methods of inquiry learning to read
14. Methods of silent reading (SSR)
15. Exploration methods of mathematical problems
16. Interactive reading strategy (combination of top-down reading strategy and bottom-up reading strategy)
17. BKOF (Building Knowledge of field)(Before learning of students already have prior knowledge capital)
18. Exploration methods of mathematical problems
19. SQ3R methods (survey, question, read, and review) for social sciences
20. ICOT (Independent construction of Text) (Read text individually)

e. Reading Literacy Learning Procedures

1. Analyzing the content of the text, either implicit or explicit

2. Responding to a critical text by using rational thinking which is supported by a complete proof of authenticity
3. Make a concept map based on keywords in the basic idea of reading
4. To separate fact from opinion on the text being read
5. Produce students who think critically, analytically and reflectively
6. Reading comprehension
7. Visualize, identify and communicate ideas and key ideas or reading text
8. Analyze the text content through thinking HOTS
9. Using early literacy
10. Generate creative comprehension using a variety of media that is multimodal, multi gender, multimedia and cultural variety
11. Using the library literacy
12. Analyze the relationship between the text / intertextuality with personal experience
13. Make text related opinion
14. Analyze the text content through thinking HOTS
15. Connecting understanding of the text read with reality

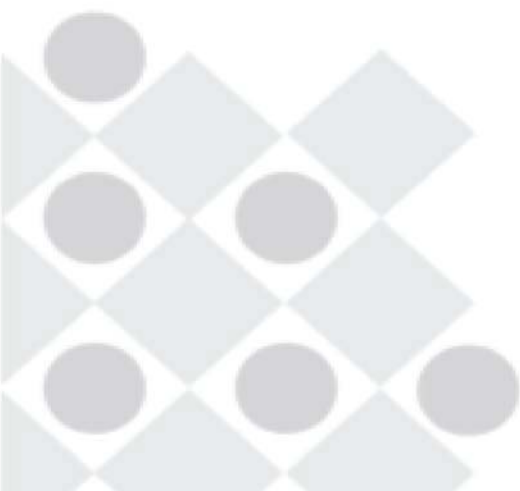
f. Time Allocation

1. Clipping and analyze its contents
2. Read in the library at rest based on the schedule that has been create
3. Provide additional time to brainstorm
4. Make a written opinion in response to the reading (duties) provided by the teacher
5. Procurement event “weekly reading contest”
6. Extra time proportionally to the saturation level students

7. The addition of a portfolio-based reading group assignment
8. Read after the completion of the task
9. Extra time allocation of 15 minutes to 45 minutes
10. Reading at home, related to the tasks given by the teacher to solve problems or encapsulate
11. Assignment-based self-reading pilot project and summary in a group
12. Reading on an empty hour

g. Monitoring

1. There are books liaison between teachers and parents to check the tasks assigned by the teacher
2. Giving recitation-based portfolio in response to reading
3. Assigns work at home
4. Anatra quarterly meeting teachers and parents
5. WA Group / WhatsApp teachers and parents
6. book evaluation
7. Note anecdotes
8. Collaborating with parents to monitor the activities of reading at home
9. Creating observation tables teamwork
10. There is a journal read students
11. Filling the self assessment table on literacy skills and collaboration
12. There are books on the development of literacy skills of students
13. Monitoring peers
14. Use of the application is linked between the school and parents

h. Learning Resources

1. Al-Ta'limual-Muta'allimu
2. Map, atlas and Globe
3. A collection of biographies of national heroes
4. Magazines and newspapers child related social problems
5. Akhlaqul translation book lil Banin
6. Books encyclopedia
7. Map, atlas and Globe
8. Indonesian Digest for SD / MI
9. Summary of Natural Sciences for SD / MI
10. Holy Qur'an and the translation
11. Provision of internet access
12. General Knowledge Summaries for SD / MI
13. Summary Mathematical Formulas for SD / MI
14. a collection of Hadith
15. Final Exam set Madrasah / School
16. Comic
17. Holy Qur'an and the translation
18. a collection of Hadith
19. Dictionary
20. Provision of internet access
21. Books encyclopedia
22. Handbook of teachers that contains the essay based on local wisdom.

CHAPTER VI
EVALUATING THE MODEL

The data analysis technique used in this study is the Structural Equation Model (SEM). Hair et.al. (1998) stated that the SEM analysis procedure consists of seven stages as follows:

1. The development of models based on theory. The theoretical model in this study was developed based on adequate theoretical study and has been described in chapter two.
2. Development of flowcharts or path diagrams to show the causality of the construct or latent variable used.
3. Change the flowchart into structural equations and measurement model specifications.
4. Selection of the input matrix and model estimation techniques. The input data used in this study is the variance matrix or covariance or correlation matrix for the overall estimate. The computer software used is AMOS 16.0 with maximum likelihood estimation.
5. Analyzing identification problems. In principle, the problem with model identification is the problem of the inability of the model formed to produce unique estimators. Symptoms of identification problems include the presence of standard errors in one or several large coefficients, the appearance of strange numbers such as negative error variance and a very high correlation between budget coefficients (> 0.90).
6. Testing goodness-of-fit criteria. Testing the suitability of the model is carried out by examining the goodness-of-fit criteria as outlined in chapter three.
7. Interpretation and improvement of the model. At this last stage, the model will be interpreted and improved if the models do not meet the test requirements.

A. Testing the SEM Assumptions

Before testing the overall model fit for the structural model and analysis of estimation between factors, the SEM assumptions are tested first. Bagozzi and Baumgartner (1994) state that violation of important assumptions of SEM will have a serious impact on the value of the assumption parameters between variables and cause identification problems.

1. Analysis of the Proposed Model

Statistical model images based on this theory are tested using SEM analysis through AMOS design.

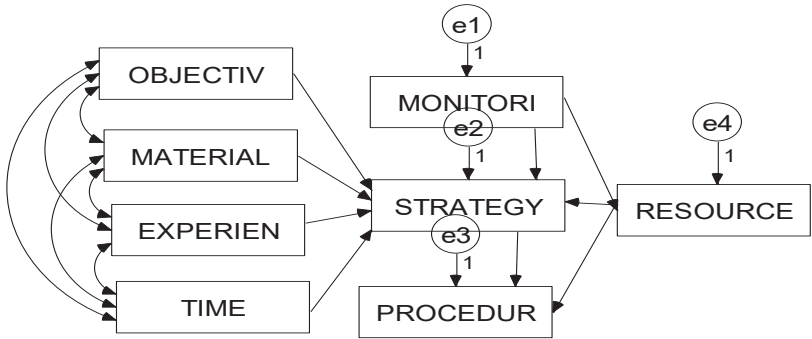



Figure 6.1. Proposed Model of Reading Literacy Learning

A proposed model has been formed to make identification and its variables are as described in table 6.1 below:

Table 6.1. Labels and Characteristics of Variables

Labels	Label Description	variable characteristics	
MONITORI	Learning Monitoring	Studied	Endogenus
STRATEGY	Learning Strategy	Studied	Endogenus
PROCEDUR	Learning Procedure	Studied	Endogenus
RESOURCE	Learning Resources	Studied	Endogenus
OBJECTIVE	Learning Objectives	Studied	Exogenus
MATERIAL	Learning Material	Studied	Exogenus
EXPERIENCE	Learning Experience	Studied	Exogenus
TIME	Time Allocation	Studied	Exogenus

e1	*Random fluctuation that is not measured*	not studied	Exogenus
e2	*Random fluctuation that is not measured*	not studied not studied	Exogenus
e3	*Random fluctuation that is not measured*	not studied	Exogenus
e4	*Random fluctuation that is not measured*		Exogenus

Source: Primary data processed

There are 12 variables of proposed models, which eight are variables studied and four are variables that are not studied. There are four exogenous variables and four endogenous variables. In Figure 6.1, the position of the exogenous variable from top to bottom shows no rank, nor does the endogenous variable. This model was tested on a sample of 100 teachers in Bondowoso, Indonesia.

2. Data Normalization Test

Normality tests need to be performed for both normality of univariate and multivariate normality which multiple variables are used simultaneously in the final analysis. To test whether there is a normality assumption or not, then it can be done with the statistical value of z for skewness and its empirical kurtosis. It can be found on the Critical Ratio (CR) using a 1% significance level, which the CR value ranges between -2.58 to 2, 58 (“2.58 d” CR d”2.58) were considered to be normal distribution data, both univariate and multivariate (Ghozali, 2008). Normalized test results obtained CR values ranging from “2.58 to 2.58 for all data used in this study. So, it can be said that multivariate data is normal. Also, normal univariate data are represented by all critical ratio values of all indicators located between -2.58 d” CR d” 2.58.

3. Outliers Test

Outliers is the observations that emerge at the extreme values of both the univariate and the multivariate, which is a unique combination of characteristics that have and appear to be very different from other observations. Once outliers happen, it is possible to perform special

treatment on the original outliers as long as the outlier's appearance is known. Detection of multivariate outliers is performed by considering the value of Mahalnobis Distance. The criterion used is based on the Chi Square value of freedom of the number of indicator variables at the significance level of $p < 0.01$ (Ghozali, 2008).

Outliers based on calculations using the AMOS program in this study showed the importance of d-squared Mahalanobis. Data with probability (p) i.e. p1 and p2 greater than 117,825 for data part 2 and 69,825 for data part 3 means outliers and p1 and p2 is smaller than 117,825 for data part 2 and 69,825 for data part 3 experienced outliers. Based on the test results obtained, p1 and p2 values smaller than 117,825 for data part 2 and 69,825 for data part 3 mean no outliers or it can be said that there is no significant difference between the data and the group of data for both types of data used in this study.

4. Multicollinearity or Singularity Test

Multicollinearity can be seen through determinants of covariance matrix. The determinant value which very small or close to zero, indicating an indication of a multicollinearity or singularity problem, so that data cannot be used for research (Tabachnick and Fidell, 1998, in Ghozali, 2008). The results of the multicollinearity test on the AMOS output showed a determinant value of sample covariance matrix of 0.0001 for both pieces of data used in this study. This value is almost zero so it can be concluded that there is no multicollinearity and singularity problem in the data analyzed.

B. Analysis of Full Structural Equation Modelling (SEM)

1. Compatibility of Full Structural Equation Modeling (SEM) of Reading Literacy Learning for Elementary Classes (Grades 1 through 3)

The next step is to evaluate the overall model fit (overall model fit). This model shows the degree of similarity between the sample variance-covariance matrix and the variance-covariance matrix predicted by the model. In other words, the Fit of the Overall Model is used to determine the extent to which the model created by the

researchers is consistent with the data (Diamantopoulus & Siguaw. 2000). The results of the Overall Model Compatibility for the proposed model are shown in figure 6.2 below.

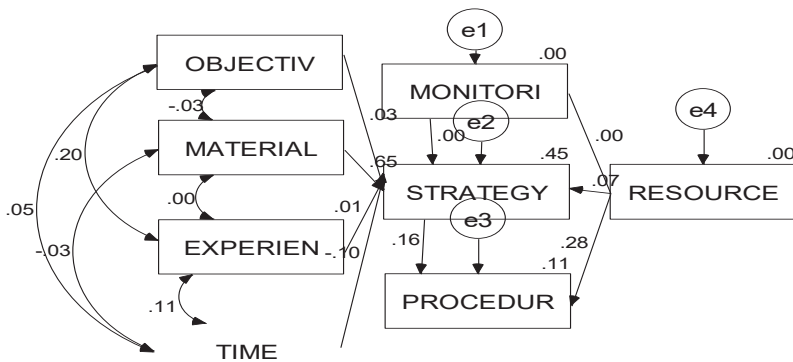



Figure 6.2 Full SEM for Modeling Reading Literacy Learning Models

Testing on the SEM model aims to see the suitability of the model. The results of the model fit in this study are presented in Table 6.2. From THE table above, it can be seen that eight criteria used to assess the model's eligibility have been met. So it can be said that the model is acceptable, which means that the model is compatible with the data.

Table 6.2. SEM Adjustment Index for Reading Literacy Learning Model for Elementary Classes

Criteria	Cut Off Value	Test Results	Description
Chi Square	22.362	117,825	Baik
DF		13	
Probability	≥ 0.05	0,07	Good
CMIN/DF	≤ 5.00	3,054	Good
GFI	≥ 0.9	0.934	Good
AGFI	≥ 0.9	0.940	Good
TLI	≥ 0.9	0.973	Good
CFI	≥ 0.9	0.909	Good
NFI	≥ 0.9	0.926	Good
RMSEA	≤ 0.08	0.0001	Good

2. Compatibility of Full Structural Equation Modeling (SEM) for Reading Literacy Learning for High Class (Grade 4 through 6)

The test results of the overall model compatibility for literacy learning models for high classes are shown in figure 6.3 below:

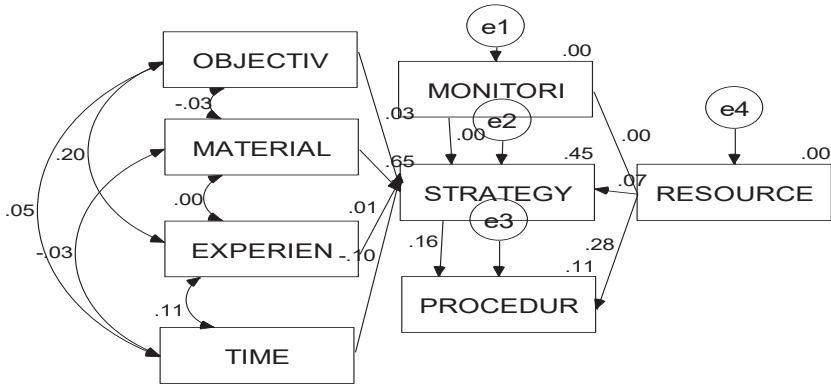



Figure 6.3. Full SEM of Reading Literacy Learning Proposal Model for High Classes

The results of the compatibility model tests in this study are presented in Table 6.3 below.

Table 6.3. SEM Compatibility Index of Reading Literacy Learning Model for High Class

Criteria	Cut Off Value	Test Results	Description
Chi Square	22.362	117,825	Baik
DF		13	
Probability	≥ 0.05	0,07	Good
CMIN/DF	≤ 5.00	3,054	Good
GFI	≥ 0.9	0.934	Good
AGFI	≥ 0.9	0.940	Good
TLI	≥ 0.9	0.973	Good
CFI	≥ 0.9	0.909	Good
NFI	≥ 0.9	0.926	Good
RMSEA	≤ 0.08	0.0001	Good

Based on the table above, it can be seen that eight criteria used to assess the model's eligibility have been met. So it can be said that the model is acceptable, which means that the model is compatible with the data. Therefore, the final model as developed in chapter V, for both low class and high class, can be used to train students' reading literacy learning.

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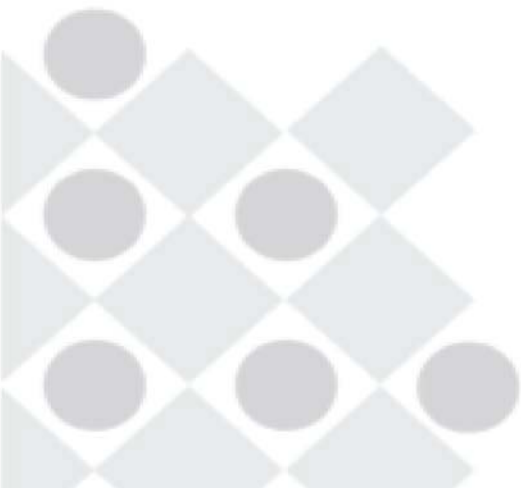
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3) *Optimization of Community Participation (Journal. ISSN: 1907-8013)*
4) *Arabic Learning Method (ISBN: 2013)*
5) *Transformational Leadership (ISBN: 2013)*
6) *Educational Administration (Module: 2013)*
7) *One of the Keys to be Successful Management is Amanah (Journal. ISSN: 2012)*
8) *Symptoms of Consumerism in the World of Education (Journal. ISSN: 1907-8013)*
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32) *Quality Control of Education in MIN Bondowoso (research)*

33) *Kiyai's Transformational Leadership in establishing organization at gender pesantren (https://www.eajournal.org/journal/global-journal)*
34) *Education Management and ESQ Models in Borneo Etam Education Institutional (Journal of Education & Social Policy, 4 (4) pp. 71-70 (SSN2375-0782 (Print) 2375-0790 (Online)*
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37) *Quality Control In The Islamic State National School In Indonesia (IOSR-JRME), 9 (1) .pp.84.ISSN 2320-737x (Print) 2320-7388 (Online)*
38) *Development of Reading Literacy Learning Model in MIN III Bondowoso, East Java, Indonesia and Bukit Rokan Utara National School (F) 73200 Brightness Cluster School Gemencheh Negeri Sembilan Malaisya*
39) *Cotruction Organization Cultur In Gender Islamic Boarding Schools Through Kiyai's Transformational Leadership (DOI: http: //dx.doi.org/ 10.32332 / academics, v24i1.1358)*
40) *Reactualization of Zakat and Muamalah (Journal, ESA)*
41) *Developing the Quality of Education in Islamic Boarding Hous (pondok pesantre) eas Java.*

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Educational Background

Formal Education:

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2. MTs An-Nawari Sera-tengah Bluto Sumenep Madura, tahun1992
3. MA An-Nuqayah Guluk-Guluk Sumenep Madura , tahun 1995
4. S1 STAIN Jember Tarbiyah Faculty, 1999
5. S2 Education department at UNSURI Surabaya, 2006
6. S3 Dirasah Islamiyah department at UIN Sunan Ampel Surabaya

Non Formal Education

1. Pondok Pesantren An-Nawari Seratengah Bluto Sumenep Madura
2. Pondok Pesantren An-Nuqayah Guluk-Guluk Sumenep Madura

Organiozational Experiences

1. The head of FKKB (communication of State Unity Forum) Bondowoso 1999-1998
2. Secretary of IKAPMII Bondowoso 2010 -2014

3. Secretary PC. GP Ansor Bondowoso 2005-2010
4. The vice of Secretary PC.NU Bondowoso 2011- 2016
5. The vice of Head PCNU Bondowoso 2017- now
6. The secretary of board of education Bondowoso 2017 – now
7. The commitee of MUI Bondowoso branch 2016 – now

Employment/profession background:
1. Teacher at MAN Bondowoso 2002 -2024
2. Teacher at SMAN 2 Bondowoso 1999-2011
3. Educational supervisor PAI pada SMP/SMA/SMK
4. Lecturer Dosen STAI At-Taqwa Bondowoso 2006 –now
5. The head of P3M STAI At-Taqwa Bondowoso 2009 -2012
6. The head of LPM IAIN Jember 2019- sekarang

Papers/articles/books: Karya Ilmiyah Berupa Penelitian
1. Sistem Pembelajaran Kitab Islam Klasik . 1999.
2. Upaya Nahdlatul Ulama dalam Pemberdayaan Masyarakat Melalui Pendidikan di Bondowoso 2006
3. Internalisasi pendidikan karakter pada sekolah di Kabupaten Bondowoso tahun 2011
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Educational Background
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· Ph.D (UM)(2008), University Of Malaya (UM)
· MBA (UKM)(1998), Universiti Kebangsaan Malaysia (UKM)
· Advanced Diploma (KPLI - Teaching Course For Postgraduate)(1993), Maktab Perguruan Persekutuan, P. Pinang
· BBA (Hons) (UUM)(1990), Universiti Utara Malaysia (UUM)

Employment Background
1. Deputy Dean, Institute of Postgraduate Studies, Institute of Postgraduate Studies, 04/09/2017 to 03/09/2018
2. Head of Department, Educational Management, Planning and Policy, Faculty of Education, 01/09/2009 to 01/07/2011
3. PhD PROGRAM COORDINATOR , Faculty, 01/05/2019 to 30/06/2019

4. Department Representative , Faculty, 01/05/2019 to 31/05/2020
5. Acting Deputy Dean, Faculty, 15/04/2019 to 26/04/2019
6. Interview Panel for the Ministry of Education's Scholarship (HLP) 2019 , National, 10/04/2019 to 11/04/2019
7. Chair Program of the University of Malaya 3-Minute Thesis Competition for Faculty ofEducation's level, Faculty, 22/03/2019 to 22/03/2019
8. Faculty Representative to Present the Faculty of Education's Post Graduate Programs, National, 11/03/2019 to 11/03/2019
9. Faculty Committee of Academic Promotion , Faculty, 01/03/2019 to 31/03/2021
10. Inbound Program Coordinator , Faculty, 18/11/2018 to 23/11/2018
11. Interview Panel for Diploma of Education, University Malaya, 15/11/2018 to 19/11/2018
12. JAWATANKUASA PENGAJIAN UNTUK SEMAKAN KURIKULUM PROGRAM SARJANA MUDA PENGURUSAN PENDIDIKAN, Faculty, 01/07/2018 to 31/12/2019
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14. University of Malaya FRGS Evaluator 2018 , University Malaya, 09/03/2018 to 14/03/2018
15. Head of Block for the Emergency Team Action (Zone 12), Faculty, 29/01/2018 to 28/01/2019
16. Committee of Upgrade the Quality of Faculty Journal , Faculty, 01/01/2018 to 31/12/2018
17. Master Program Coordinator, Faculty, 07/09/2017 to 07/09/2018 (Master Program Coordinator)

Organizational Background

18. International Islamic University, Malaysia (External Program for the Bachelor of Educational Management), Academic Advisory Panel, 2018 to 2019, (National)
19. Department of Education, Periyar University, Tamil Nadu, India , Board Of Committee, 2018 to 2019, (International)
20. Institute of Education and Research, Gomal University, Khyber Pakhtunkhwa Pakistan., External Examiner, 2018 to 2019, (International)
21. Global Research in Higher Education, Editorial Board Member, 2018 to 2022, (International)
22. International Journal of Innovative Research in Engineering & Multidisciplinary Present-day Sciences, Editorial Review Board, 2018 to 2020, (International)
23. Universiti Putra Malaysia, Serdang Selangor, External Examiner, 2018 to 2019, (International)
24. INSTITUTE OF RESEARCH MANAGEMENT & MONITORING (IPPP), UNIVERSITY OF MALAYA (FRGS GRANT), Examiner, 2018 to 2019, (University)
25. Faculty of Management Sciences University of Karachi Karachi, Pakistan, Committee Member And Examiner, 2018 to 2019, (International)
26. Universiti Pendidikan Sultan Idris, Perak, Malaysia, Panel Expert For Malaysian Future Teacher Leadership Model Development, 2018 to 2018, (University)
27. International Conference on Meaningful Education (ICMEd 2018), State Yogyakarta
28. University, Indonesia, Scientific Committee, 2018 to 2018, (International)

29. Department of Public Administration, University of Karachi, Pakistan, Committee Member And Examiner, 2018 to 2019, (International)
30. Asia e University, External Examiner, 2018 to 2018, (International)
31. Board of Advance Studies and Research, Allama Iqbal Open University, Islamabad, Pakistan, Committee Member And Examiner, 2018 to 2019, (International)
32. Asia e University, External Examiner, 2019, (International)
33. Canadian Institute for Knowledge Development, Scientific Committee, 2019 to 2019, (International)
34. QURTUBA UNIVERSITY OF SCIENCE & INFORMATION TECHNOLOGY, Peshawar Campus: K-1, Phase 3, Hayatabad, Peshawar, Pakistan, Academic Member, 2019, (International)
35. Global Journals , Fellowship Member, 2019, (International)
36. Department of Leadership and Management Studies, National Defence University, Islamabad, Pakistan., Academic Committee Member, 2019, (International)
37. Qurtuba University of Science & Information Technology, Hayatabad, Peshawar, Pakistan, Academic Advisory Panel, 2019, (International)
38. UW Journal of Social Sciences (UWJSS), Editorial Board Member, 2019, (International)
39. University of Sargodha, Pakistan, External Examiner, 2019, (International)
40. Dewan Bahasa dan Pustaka, External Examiner, 2019 to 2019, (National)
41. Department of Education, University of Sargodha, Pakistan, Editorial Advisory Board Member, 2019, (International)
42. Journal of Child Mental Health, Editorial Board, 2019 to 2020, (International)
43. Journal of Educational Practices (JEP), University of Sargodha, Pakistan , Editorial Advisory Board Member, 2019, (International)
44. Universiti Pendidikan Sultan Idris, Perak, Malaysia, Academic Advisor, 2019 to 2020, (International)
45. Asia e University, External Examiner, 2019 to 2020, (International)
46. Asia Pacific University of Technology and Innovative , Examiner, 2019 to 2020, (International)
47. 2019 International Conference on Recent Advances in Engineering, Computing and Applied
48. Sciences (RAECAS2019), Reviewer/ahli, 2019 to 2019, (International)

Publication

Book

2018

- Muhammad Faizal A. Ghani, Zuraidah Abdullah, Norfariza Mohd Radzi & Rosnah Ishak (2018). Sekolah berkesan: Teori dan Amalan (Effective school: Theories and practices). Kuala Lumpur: Dewan Bahasa & Pustaka (ISBN:978-983-49-1561-2).

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2013

· Muhammad Faizal A. Ghani, Norfariza Mohd Radzi, Alina Ranee, & Mojgan Afshari (Eds.). (2013). Educational management in Malaysia. Kuala Lumpur: UM Press

2011

· Supardi & Muhammad Faizal A. Ghani (2011). Development of teachers profesionlisme. Jakarta: HAJA Mandiri.
· Zawawi Ismail, Muhammad Faizal A. Ghani, Mohd Helmee Firdaus Salehudin, Hailan Salamun, Norfariza Mohd Radzi & Aminah Ma Ping (Eds.).(2011). Transformational education towards world class education. Kuala Lumpur: Faculty of Education, Malaysia
· Salehudin, H. F., & Ghani, M. F. A. (2011). Marketing case study. Saarbrucken, Germany: LAP LAMBERT Academic Publishing GmbH & Co (ISBN:978-3-8454-3962-4)

2010

· Darwyan Syah, Supardi & Muhammad Faizal A. Ghani (2010). Perencanaan sistem pembelajaran (Planning of studying system). Jakarta, Indonesia: HAJA Mandiri
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· Muhammad Faizal A Ghani & Mohd Rashid Mohd Saad. (2013).Principle of Equity in Financing Education in Malaysia: Theory and Practice. In Muhammad Faizal A Ghani, Norfariza Mohd Radzi, Alina Ranee, & Mojgan Afshari. Educational management in Malaysia, 115-140. University of Malaya Press.
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2011

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· Syed Kamaruzaman Syed Ali, Halimah Jalil & Muhammad Faizal A. Ghani. (2019). Breast cancer risk factors. Journal of Cancer Prevention & Current Research, 10(2), 43-47. (*Non-ISI/Non-SCOPUS*)

· Abdulhakeem M Okour, Rami A Saadeh, Neda Redwan & Muhammad Faizal Bin A. Ghani. (2019). Cardiovascular Diseases' Awareness Among Women in Northern Jordan. Global Journal of Health Science, Vol. 11, No. 3, 106-111. (*ISI-Indexed*)
· Nurin Syazwani Ahmad Farid, Qoureshmi Nur Iylia Liyana Zulazmi & Muhammad Faizal A. Ghani. (2019). Perbelanjaan Latihan Di Sekolah Menengah Terpilih di Shah Alam, Selangor (Tranining expenses in selected secondary schools in Shah Alam), Jurnal Kepimpinan Pendidikan, 6, 1, 59-82. (*Non-ISI/Non-SCOPUS*)

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· Jamshid Ali Turi, Muhammad Faizal A. Ghani, Yasir Javid & Shaharyar Sorooshian. (2018). TEACHER'S INSTRUCTIONAL STRATEGIES TO SUPPORT SLOW LEARNERS IN SELECTED SCHOOLS, THE ISLAMIC REPUBLIC OF PAKISTAN, THE ONLINE JOURNAL OF ISLAMIC EDUCATION , Vol. 5, Issue 2, 10-19 (*Non-ISI/Non-SCOPUS*)
· Muhammad Faizal A. Ghani et al. (2018). The current situation and development trends of higher education in Malaysia. Journal of Education, 7, 42-48 (ISSN: 1672-3937) (*ISI-Indexed*)
· Masoumeh Pourrajab, Muhammad Faizal A. Ghani & Akbar Panahi. (2018). THE MEDIATING EFFECT OF PARENTAL INVOLVEMENT ON SCHOOL CLIMATE AND CONTINUOUS IMPROVEMENT . Malaysian Online Journal of Educational Management, 4(6), 1-14 (*SCOPUS-Indexed*)
· Kenayathulla, H. B., Subramaniam, R., Ghani, M.F.A.. & Abdullah, Z. (2018). Determinants of Financial Adequacy: Evidence from Malaysian Tamil Schools. MOJEM: Malaysian Online Journal of Educational Management, 6(3), 87-106. (*SCOPUS-Indexed*)
· Chong Chee Keong, Muhammad Faizal A. Ghani & Zuraidah Abdullah. (2018). CABARAN AMALAN KOMUNITI PEMBELAJARAN DALAM KALANGAN GURU SEKOLAH RENDAH BERPRESTASI TINGGI MALAYSIA (Challenges in the professional learning communities among high performing school teachers). Jurnal Kurikulum & Asia Pasifik, 6(3), 1-14. (*Non-ISI/Non-SCOPUS*)
· Muhammad Faizal A. Ghani, Nur Fauzan Azwani Mat Nasir, Amalina Ayub & Ahmad Muhaimin Mat Jusoh & Faisol Elham. (2018). AMALAN PENAMBAHBAIKAN SEKOLAH MENENGAH AGAMA SWASTA CEMERLANG: PERSEPSI PEMIMPIN SEKOLAH (School improvement practices in a private religious secondary school: Leaders' perceptions). THE ONLINE JOURNAL OF ISLAMIC EDUCATION, Vol. 6, Issue 1, 20-41. (*Non-ISI/Non-SCOPUS*)
· Magesvari Ramasamy, Husaina Banu Kenayathulla & Muhammad Faizal A. Ghani. (2018).Faktor Sosioekonomi Yang Mempengaruhi Kemahiran Literasi Kewangan Pelajar Sekolah Menengah Di Negeri Sembilan (Socioeconomic Factors Affecting the Financial Literacy Skills of Secondary School Students In Negeri Sembilan). Jurnal Kepimpinan Pendidikan, 5(3), 10-33. (*Non-ISI/Non-SCOPUS*)
· Shantini A/P Raman, Muhammad Faizal A. Ghani & Norfariza Mohd Radzi. (2018). Tahap kompetensi pemimpin sekolah di sekolah jenis kebangsaan Tamil dalam daerah terpilih di Selangor (Competencies of school leaders in National type Tamil schools in Selangor). Jurnal Kepimpinan Pendidikan, 5(3), 34-48. (*Non-ISI/Non-SCOPUS*)
· Jamshid Ali Turi , Muhammad Faizal A. Ghani , Shaharyar Sorooshian & Qaiser Abbas. (2018). Utility of Socio-emotional Intelligence for Teacher's Performance.

Journal of Educational Sciences and Research, 4(2), 9-23 (*Non-ISI/Non-SCOPUS*)
· Ili Kamilah Mohd Arus, Shamim Samsuddin, Nur Hazyyah Zawawi & Muhammad Faizal A. Ghani. (2018). KEPIMPINAN GURU BESAR DAN KEBERKESANAN PENGURUSAN KEWANGAN PERUNTUKAN GERAN PERKAPITA SEKOLAH RENDAH ZON BANGSAR (Principal leadership and the effectiveness of primary school financial grant in Bangsar, Selangor). Jurnal Kepimpinan Pendidikan, 5,2, 26-32 (*Non-ISI/Non-SCOPUS*)
· Nur Faridatul Jamalia Radzali, Husaina Banu Kenayathulla, & Muhammad Faizal A. Ghani. (2018). ANALISIS IMPLIMENTASI UNDANG-UNDANG SIBER DI BEBERAPA BUAH SEKOLAH MENENGAH KERIAN (An analysis on the implication of cyber laws in selected secondary schools, Kerian, Kelantan). Jurnal Kepimpinan Pendidikan, 5(1), 64-77. (*Non-ISI/Non-SCOPUS*)
· Noorazma Hamzah, Muhammad Faizal A. Ghani, Norfariza Mohd Radzi, Misyati Amat Sehab. (2018). REKA BENTUK PROFIL AMALAN TERBAIK PENGURUSAN DISIPLIN MURID (Development of best practice profile for student discipline management). Jurnal Kepimpinan Pendidikan, 5(1), 33-63. (*Non-ISI/Non-SCOPUS*)
· Jamshid Ali Turi, Shahryar Sorooshian, Muhammad Faizal A. Ghani, Yasir Javed &Asif Ali. (2018). ORGANIZATIONAL LEARNING: PROSPECTIVE ON EMPLOYEES READINESS USING INFORMATION SYSTEM SUPPORTED LEARNING. MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT, 6(9), 68-99. (*SCOPUS-Indexed*)

2017

· Radzi, N. M., Ghani, M. F. A. & Siraj, S. (2017). Design of Effective School-Based Financial Management Model in Malaysia Using Structural Equation Modeling (SEM). Advanced Science Letters, 23, 3, 2023-2027. (*SCOPUS-Indexed*)
· Jamshid Ali Turi, Muhammad Faizal A. Ghani, Shahryar Sorooshian & Qaiser Abbas. (2017). The impact of socio-emotional intelligence training on teacher's performance. Global Business and Economics Research Journal, 6(2), 18 – 31 (*SCOPUS-Indexed*)
· Norazizah Che Mat, Muhammad Faizal A. Ghani, Norfariza Mohd Radzi & Mohd Nazri Che Jaafar. (2017). KEBERKESANAN KEPIMPINAN UNTUK KEAMANAN INSTITUSI PENDIDIKAN TINGGI MAJLIS AMANAH RAKYAT (Leadership effectiveness for the peaceful of MARA higher education institutes). Jurnal Kepimpinan Pendidikan, 4(4), 12-26. (*Non-ISI/Non-SCOPUS*)
· Nurul Qistina Abu Bakar & Muhammad Faizal A. Ghani. (2017).MORAL LEADERSHIP AMONG HEADS OF DEPARTMENTS AT SELECTED PRIVATE INSTITUTIONS IN KLANG VALLEY. EDUCATIONAL ADMINISTRATION REVIEW, 1(1), 19-24 (*Non-ISI/Non-SCOPUS*)
· Muhammad Faizal A. Ghani et. al. (2017). MASALAH DISIPLIN MURID ISLAM: STRATEGI DAN PENYELESAIAN TERHADAP KURIKULUM PENDIDIKAN ISLAM (Discipline Problem of the Muslim Student: Strategies and Solution to the Islamic Education Curriculum) Jurnal Hadhari, 9(1), 91-110. (*Non-ISI/Non-SCOPUS*)
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· Muhammad Faizal A. Ghani, Norazizah Che Mat, Norfariza Mohd Radzi & Faisol Elham. (2017). Effective leadership model for leaders in higher educational

institution Majlis Amanah Rakyat: A Partial Least Square analysis. Global Business and Economics Research Journal, 6 (1), 18-25 (*ISI/SCOPUS Indexed Publication*)

· Muhammad Faizal A. Ghani, Abdul Zairul Abd. Rahim, Nurul Shazrah Mohd Sariffuddin & Faisol Elham. (2017). Cabaran pelaksanaan program intervensi anjuran persatuan ibu bapa dan guru di sekolah rendah agama swasta:Satu kajian awal (Challenges in implementing intervension program of Parent & Teacher Association in an Islamic private primary school: An initial study). Jurnal Kurikulum & Pengajaran Asia Pasifik, 5, 2, 66-84. (*Non-ISI/Non-SCOPUS*)

· Shamsazila Saaban, Muhammad Faizal Abdul Ghani & Ghazali Darusalam. (2017). Pendedahan program i-Think di peringkat sekolah mengikut pendekatan sekolah secara menyeluruh: Satu kajian awal (Disclosure of i-Think program at the school level using the whole school approach: A preliminary study), JURNAL KEPIMPINAN PENDIDIKAN, 4, 2, 1-21 (*Non-ISI/Non-SCOPUS*)

· Khairah @ Asma'a Baharun, Saedah Siraj & Muhammad Faizal A.Ghani. (2017). Penerimaan m-pembelajaran dalam kalangan pensyarah institut pendidikan guru Malaysia Melalui The Unified Theory Of Acceptance And Use Of Technology: Satu kajian awal (M-Learning acceptance among Malaysian Teacher Institutes through The Unified Theory Of Acceptance And Use Of Technology: An initial study. JURNAL KEPIMPINAN PENDIDIKAN, 4,2, 56-73. (*Non-ISI/Non-SCOPUS*)

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2016

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DEVELOPMENT OF READING LITERACY LEARNING MODEL FOR ELEMENTARY SCHOOL STUDENTS IN INDONESIA AND MALAYSIA

After seeing and reading how the dynamics of Development of Reading Literacy Learning Models in the two schools in the two countries, we can conclude that the two schools have almost the same characteristics so that a reading literacy learning model is applicable for both countries and one thing is the same, namely the existence of dynamics that continue to stretch to develop literacy learning.

This book adds to the knowledge especially about the Development Reading Literacy Learning Model in Madrasah Ibtidaiyah and Elementary Schools in Indonesia and Malaysia, hopefully it will benefit all, and become a charity for the authors

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